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From the Editor

Tara S. Behrend

My term as *TIP* editor is coming to an end. Thanks to *TIP*, I've learned a ton about SIOP members and the amazing work they are doing to advance science and practice. I've learned to appreciate Twitter. And most importantly, I've learned how to beg, cajole, and threaten people about deadlines.

I'm very grateful for this experience and also ready to begin the next one.

I had a few goals when I started. Format-wise, I wanted to get rid of the e-reader and move to simple html. Second, I wanted to bring back the printed copies! So, mixed success on that front. Content-wise, I wanted to keep *TIP* traditions alive and bring in new ones. Long-standing columns like The Academic's Forum, Max Classroom Capacity, On the Legal Front, and TIP-TOPics for Students have continued to thrive. These columnists deliver insight and evidence in every issue; I'm so grateful for the service they provide to SIOP members.

I also introduced a number of special series, including **Richard Landers'** popular Crash Course in Technology series and **Andrew Collmus** and **Mike Litano's** Lost in Translation series. This model of limited-term columns does well to address the changing needs of SIOP members over time while keeping *TIP* to a readable length. **Nikki Blacksmith, Tiffany Poeppelman, and Evan Sinar's** Modern App series was another favorite; this issue marks the final installment of that column and I know a lot of readers will be sorry to see it end.

The end of my term means the beginning of the next one; to that end, the SIOP Executive Board will be choosing a new editor. Interested candidates should submit a short statement of their vision and goals for *TIP* to me at behrend@gwu.edu by February 15. A committee comprising the communications portfolio officer, president-elect, and current editor will review all submitted statements.

If you love SIOP and you have a vision for what *TIP* can become, I hope you will think about becoming the next editor. Something all interested parties should consider before they apply, though: SIOP is a huge and diverse organization, and it can be difficult to make everyone happy. Some of our differences come from larger ideological and cultural values, and some come from differing professional needs. Nonetheless, we are making a major impact in government and corporate policy globally, and significantly improving the lives of working adults. I try to keep that in mind when I'm fielding the Editor's Hotline. Unlike the Butterball Hotline, I don't get any fun questions about whether the stuffing should go inside the bird or outside the bird. I do, however, get questions on the following topics:

1. When is the deadline?
2. What is the word limit?
3. Can I have an extension on the deadline?
4. Are you sure?
5. Please?
6. Do you accept bribes regarding deadline extensions?
7. Hypothetically, of course.
8. Is it I/O or I-O?
9. Why did you publish that paper I disagree with?
10. Can you bring back print copies?

I gladly field these emails because it means I get to publish articles that become the heart of SIOP—articles like the ones in this issue. You'll see an article from **Deniz Ones** and **Brenton Wiernik** responding to the hype about personality types. There is a helpful primer on using Twitter in your professional life from **Paul Thoreson**. **Lise Saari** highlights the careers of SIOP members working in the United Nations. And the GREAT committee gives us an analysis of the 2018 congressional election in the US and what it means for SIOP. Overall I continue to be inspired and amazed at the great work that SIOP members are doing, and being *TIP* editor means that I can play a role in making sure those efforts, and the resulting knowledge and resources, are shared and accessible.

(Answers: 1: See website; 2: See website; 3: No; 4: Yes; 5: No; 6: Not for less than \$10K; 7: Of course...wink wink; 8: I-O; 9: Just to anger you; 10: No.)

President's Message

Talya Bauer

January means that SIOP is in full preparation mode for the annual conference



It is hard to believe that we are already so close to another fantastic SIOP Annual Conference. As we all know, it is a huge undertaking and the crown jewel of SIOP. We cannot offer enough appreciation and thanks to the incredible SIOP program team including from left to right: **Scott Tonidandel** (University of North Carolina, Charlotte) as Conference Chair, **Tracey Rizzuto** (Louisiana State University) as Program Chair, and **Elizabeth McCune** (Microsoft) as Incoming Program Chair, and **Tracy Kantrowitz** (PDRI) as Immediate Past Program Chair (and newly elected Incoming SIOP Professional Practice Portfolio Officer). They, along with the huge overall conference team and SIOP Administrative Office, have been hard at work for months (and years) to make the conference magic happen for us all again.



As we've mentioned before, the venue will be the Gaylord National in National Harbor (**NOT** in Baltimore Harbor), a short 15-minute ride from Reagan National Airport. The hotel sits on the Potomac River with beautiful views and boasts a giant glass atrium. It is a striking and fantastic venue complete with a water taxi to old Alexandria or Washington DC and over 30 restaurants and 150 shops next to the hotel. The program will take place in the attached convention center with over 500,000 square feet of space.

If you want to get in the mood early, check out the 2-minute "5 Reasons to Attend #SIOP19" video:
<https://www.youtube.com/watch?v=fXeNCOgDSmQ&feature=youtu.be>

SIOP Task Forces Hard at Work

As president of SIOP, one of the ways to affect change and make progress is to, in conjunction with the SIOP Presidential Trio, appoint a task force to focus on a special area of attention. Some are

sweeping and long-term, whereas others are targeted and short in duration. All help to strengthen SIOP, and SIOP is fortunate to have so many talented, dedicated, and passionate members who volunteer their time and expertise on key issues of importance.

SPOT Task Force

The Science–Practice Opportunities for Translation (SPOT) Task Force has been busy at work. Specifically, there have been several discussions and activities related to the SIOP core principle of science–practice integration and encouraging scientist–practitioner collaborations, work, and exchanges. The SPOT Task Force includes members **Frederik Anseel** (King's College London), **Kathryn Dekas** (Google), **Lorenzo Galli** (Mercer), cochair **Julie McCarthy** (University of Toronto), **Eduardo Salas** (Rice University), **Paul Thoresen** (Organization Development Consultant), **Donald Truxillo** (University of Limerick), **Shonna Waters** (BetterUp), and myself. As a team comprised of SIOP members located in a diversity of work settings around the world (Canada, Japan, Ireland, Italy, the UK, and the US: Minnesota, Oregon, Texas, Virginia), our meetings have focused on ways to further enhance and build upon the SIOP members' tradition of integrating science and practice into their work. One outcome of these discussions was a consensus that part of what makes SIOP so special and effective is that individuals with very different "day jobs" get together to work as volunteers and attend SIOP conferences side-by-side and that formally recognizing individuals who exemplify **both** science and practice in their own work would be a good thing. Given this, I am pleased to announce the **Scientist–Practitioner Presidential Recognition**, which I will award at the Annual Conference in National Harbor, MD in April 2019. This recognition will be given to those who especially embody the scientist-practitioner model as described by the criteria below. It is expected that this recognition will be given to multiple recipients.

Call for Nominations for Scientist–Practitioner Presidential Recognition

Nomination Guidelines

1. Nominations may be submitted by any member of SIOP, including student members.
2. Only current associate members, members, and fellows of SIOP may be nominated for this recognition.
3. A current vita of the nominee should accompany a letter of nomination of no longer than **one-page**. The nomination letter should include materials that illustrate the specific contributions of the nominee.
4. The **one-page** letter of nomination and vita must be submitted via email as attachments to PRNomination@siop.org by **February 1, 2019, 5PM EST**.

Criteria for the Recognition

Nominators and endorsers shall address the nominee's contribution(s) to the combined science and practice of I-O psychology.

Nominees will be evaluated on the following criteria:

1. The impact of the nominee's work on both (1) the science of I-O psychology and (2) the practice of I-O psychology, affecting the creation and dissemination of knowledge as well as workers and work practices in organizations.
2. Stature in both the practitioner and the scientific communities as demonstrated by notable contributions to both.
3. A history of conducting research in applied settings that has led to the creation of knowledge (e.g., pilot testing new programs/interventions, extending the knowledge base).
4. A pattern of aligning the interests of the practice and research communities with each other through practice, research, writing, and behavior and thus modeling the scientist-practitioner model.
5. A *noteworthy pattern* of disseminating knowledge (e.g., training and informing others) about methods, procedures, and practices through presentations, publications in a variety of outlets, workshops, and so forth.

Administrative Procedures

A SPOT subcommittee will review the letters of nomination and make recommendations. It is expected that multiple people will receive this recognition at the 2019 SIOP Conference. The subcommittee is chaired by Donald Truxillo and includes Frederik Anseel, Kathryn Dekas, and Shonna Waters.

New MVI Task Force Created

On Veteran's Day 2018, I launched the SIOP Military and Veteran's Initiative (MVI) Task Force. In advance of this, earlier in November, the SIOP Road Show traveled to Washington DC to attend the first HIRE Vets Medallion Awards Ceremony at the Department of Labor and to meet with key members of the MVI Task Force. The HIRE Vets Medallion Program recognizes employers who effectively hire and retain veterans. More about this Department of Labor program can be found here: <https://www.hirevets.gov/>

The MVI Task Force is led by Task Force Chair **Kristin Saboe** (Boeing) and includes members **Adam Kabins** (Korn Ferry Hay Group), **Josh Cotton** (VetStoreUSA, LLC), and **Peter Reiley** (U.S. Air Force Foundation for VETS) as well as liaison members from the Department of Defense (and SIOP Members) **Nathan Ainspan** and **Patricia Engelhardt**. The task force builds on work begun in 2011 by the SIOP Veterans Initiative and work done under then SIOP President **Fred Oswald** (Rice University).

Their charge is as follows:



SIOP has amazing members who do an amazing job of creating value. They pair passion with expertise to affect change leveraging ***Science for a Smarter Workplace***. An example of this is the work done by the Veterans Initiative group within SIOP. In order to further recognize, organize, and embed the work of this group, I am forming a task force under the following charge.

To continue the work begun by dedicated members working on the SIOP Veterans Initiative began in 2011 to build collaborations and enact projects aimed at increasing workplace resources and their dissemination to support those in the military community (e.g., Veterans, Guard and Reservists, Military Spouses) employed in civilian settings and employers of veterans.

The task force will liaise with other supporting SIOP committees and governance (e.g., E&T, External Relations, Communications, SIOP President, and the SIOP Foundation as well as the Administrative Office) to ensure SIOP remains coordinated as goals develop and evolve related to the employment and well-being of those in the military community. In addition, a progress report (and if applicable specific proposals for consideration) will be given at each of the upcoming SIOP Executive Board meetings, typically due 4 to 6 weeks prior to the meetings held in January 2019 and April 2019.

For more on MVI, MVI resources, and to learn how to get involved, please visit: <http://my.siop.org/Advocacy/Military-and-Veterans-Initiative>



I enjoyed meeting with Kristin (pictured far left), Nathan, and Patricia (pictured far right), who took time out of their busy days to meet with me while I was in DC. I am looking forward to more great work from this task force which has already accomplished so much as a general interest group. Kristen notes the goals of the task force saying: "The Military and Veterans Initiative (MVI) Task Force will continue in an officially governed capacity the efforts started in 2011 by the SIOP Veterans Initiative. The MVI Task Force, by leveraging the expertise and passion of SIOP members, seeks to increase the

scholarship, efforts, and evidence-drive practices serving military community members as they are employed in the civilian workforce or seek additional education. The taskforce is eager to serve those in the military community—veterans, guard/reservists, spouses of military members, and military dependents—to ensure all employers understand the advantage these individuals bring to organizations and educational settings."

GIT Task Force

The Getting I-O into Intro Psychology Textbooks (GIT) Task Force has been especially resourceful and engaged in sweeping changes in how actively we monitor I-O psychology coverage in introductory psychology textbooks and foundational steps to ensure greater coverage in the future. We expect these investments will pay off in a big way for SIOP but know it will take years of focused effort. Thus, I find it especially inspiring that GIT is doing this work on our field's behalf with such gusto. Thank you to **Joseph Allen** (University of Nebraska-Omaha) for organizing and leading this incredible work as Task

Force chair. Key committee members include **Georgia Chao** (Michigan State University; and newly elected Incoming SIOP President-Elect), **Jennifer Gibson** (Fors Marsh Group), **Deborah DiazGranados** (Virginia Commonwealth University), **Roni Reiter-Palmon** (University of Nebraska-Omaha), **Marissa Leigh Shuffler Porter** (Clemson University), and **Nicholas Salter** (Ramapo College).

Examples of their efforts include:

- GIT created and gathered existing I-O summaries and a new I-O psychology chapter that are free for anyone to use under the Creative Commons Attribution 4.0 International License, which can be used in whole or part as well as adapted as long as appropriate credit is given to SIOP's license are located on the SIOP website: http://www.siop.org/Instruct/incorporating_io.aspx
- Stay tuned for even more teaching materials that GIT will be creating and sharing via the SIOP website. Thanks to all the volunteers who wrote, edited, and promoted these summaries and chapter!
- The GIT Blog is full of valuable resources and insights regarding I-O content. Thank you to GIT and Nicholas Salter who leads the charge on blogging. You can find the GIT blog at <http://my.siop.org/GIT-Blog>
- Nick was recently featured chatting about GIT on the Department 12 Podcast: <https://department12.com/nick-salter-on-getting-io-into-intro-psych/>
- GIT continues to implement their multipronged plan including working with APA leadership and the APA division for the Teaching of Psychology (Division 2).
- In addition, this month, SIOP President-Elect **Eden King** (Rice University) presented at the 41st National Institute on the Teaching of Psychology Annual Conference in St. Pete, Florida to help get the word out about I-O psychology to those on the front lines of teaching psychology.

In related news, Roni Reiter-Palmon is leading the Bridge Builders Committee in partnership with GIT and is working on ways to improve the reach of SIOP to high school students and/or having I-O psychology covered in AP psychology courses. Her committee includes **Dave Bracken** (Keiser University), **Carrie Bulger** (Quinnipiac University), **Michael Campion** (University of Texas Rio Grande Valley), Clemente Diaz (Baruch College), and **Ronald Riggio** (Claremont McKenna College).

One way I am working to help build the future of I-O psychology is by speaking in several local high school AP psychology classes about I-O psychology as a field and as a career. The reception has been positive and the first class I visited was special- it featured a textbook with I-O psychology coverage in terms of psychology options and in relation to work motivation. It even featured SIOP! We have a long way to go before this is the norm in all Introduction to psychology textbooks but I am excited about the work that GIT and Bridge Builders is doing to get I-O in front of future generations of scientist-practitioners.

Another thing I am now doing to help get the word out is widely sharing the SIOP official “Science for a Smarter Workplace” video with anyone interested in learning more about I-O psychology. You can view that video here: <https://youtu.be/1fLCmoxCdRc>

Finally, in other great news, Joe Allen and **Traci Sitzmann** (University of Colorado, Denver) have been selected to serve as an expert reviewer of the *National Standards for High School Psychology Curricula* by the APA Board of Educational Affairs. Joe and Traci will serve with 14 other experts across seven content domains with Joe as an *Applications of Psychological Science* expert and Traci as a *Scientific Inquiry* expert. I am excited that we have strong representation of I-O and scientific principles and thank External Affairs Portfolio Officer **Janet Barnes-Farrell** (University of Connecticut) and External Relations Committee Chair **Liberty Munson** (Microsoft) who work throughout the year coordinating and writing nominations for a variety of external committees, boards, and awards by non-SIOP organizations. The newly elected Incoming External Affairs Officer is current *T/P* Editor **Tara Behrend** (George Washington University).

SIOP's 2018 Leading Edge Consortium Conference a Success

The 2018 **Leading Edge Consortium** (LEC) was held October 19-20, 2018 in Baltimore, Maryland. The 2018 LEC Organizing Committee Members, **David Baker** (IMPAQ International), **Allan Church** (PepsiCo, cochair), **Karen Grabow** (Grabow Consulting, LLC), **Raphael Prager** (PepsiCo), **John Scott** (APT Metrics), **Rob Silzer** (HR Assessment and Development, cochair), and **Lorraine Stomski** (Walmart) did a fantastic job developing a great program. The topic was *High Potential: Identifying, Developing, & Retaining Future Leaders*, and it was an engaging and educational event with good information in a nice location. This level and quality of programming is due to the hard work of the LEC Organizing Committee. Special thanks go to David, Karen, Raphael, John, and Lorraine and especially co-chairs Allan Church and Rob Silzer who put in countless hours toward LEC's continued success.

I was pleased to be able to catch some of the LEC Graduate Student Briefing on High Potential Talent, which invited in local I-O programs to hear how I-O practitioners manage High Potential Talent. It was organized by the LEC committee and led by David Baker (pictured below far left with several of the students and faculty who attended from the University of Baltimore and other schools). The stu-



dents and faculty I met had nothing but great things to say about the opportunity to hear from so many I-O psychology professionals in one day. Presenters included Rob Silzer, **Seymour Adler** (Aon Hewitt), **Sandra Davis** (MDA Leadership Consulting), **Jeff McHenry** (Rainier Leadership Solutions; pictured here in action), **Matt Paese** (DDI), and **Raphael Prager** (PepsiCo).

Kudos to all involved!

The LEC opening reception was held aboard the *USS Constellation* sailing ship. Thank you to our welcome reception partner BTS. The LEC presenting partner was Hogan Assessments, with partners APTMetrics, DDI, Cubiks, HumRRO, Shaker, Mercer | Sirota, 3D Group, Data Solutions, EASI-Consult, and EchoSpan also involved. It was a pleasure hosting APA CEO **Arthur Evans** and his wife **Claudene Evans** at LEC 2018, pictured here with SIOP Fellow Shonna Waters and myself at the opening reception).



I Am Already Looking Forward to SIOP's 2019 Leading Edge Consortium

I could not be more excited about the 2019 LEC in terms of both the topic and the co-chairs. The LEC will focus on *Assessment and Testing* with **Doug Reynolds** (DDI) and **John Scott** (APT Metrics) serving as conference cochairs. The event will be held in Atlanta, Georgia October 25-26, 2019. More details will be available soon.

SIOP's 2018 HRM Impact Award Winner PepsiCo Announced at LEC

At the 2018 LEC, we awarded the HRM Impact Award to PepsiCo for their “Global Leadership Assessment & Development (LeAD) Program.” This award is an international honor given by SHRM, SIOP, the SHRM Foundation, and the SIOP Foundation. Pictured right are four representatives from the PepsiCo team (on far left) Allan Church (current SIOP Membership Portfolio Officer), **James Scivani**, **Brett Guidry** far right, behind Raphael Praeger) responsible for this award-winning program with representatives from SIOP, the SIOP Foundation, and SHRM (standing). The 2018 Award was also won by Amazon and will be presented at the 2019 SIOP Annual Conference. For more details on this year’s winners as well as previous winning organizations and initiatives, visit www.hrmimpactawards.org.



Submissions for the 2019 HRM Impact Award will open February 1, 2019 and remain open through April 30, 2019.

After LEC, I headed to Philadelphia to attend the 2018 Shift conference at the Pennsylvania Academy of Fine Arts downtown. There were interesting topics covered and great speakers. I especially enjoyed meeting Rebecca Soni (Rise Elite), a three-time gold and three-time silver Olympic medalist and captain of the 2012 US Olympic women's swim team, Damian Vaughn (BetterUp), the first Brazilian NFL player, and Mark Verstegen who was formerly the director of Performance for the NFL. They focused on understanding factors related to performance and peak flow at work. I found it fascinating that Rebecca had taken her experience and expertise as an Olympian and turned that into a business helping young potential future Olympians by pairing them with mentors who had already been there. I also enjoyed hearing from Jacinta Jiménez, who talked about what it takes to achieve organizational success with diversity and inclusion in a session entitled, “The Power of Belonging: Making D&I Everyone’s Issue.”



SIOP Good Things

I also want to offer appreciation and call your attention to several good things that have happened or are happening as I write this.

- **Practitioner Needs Assessment.** The Professional Practice Committee is conducting a Practitioner Needs Assessment. Please be on the look out to participate in one of their focus groups

and/or to respond to their survey. Please have your voice be heard. If you have questions, please contact **Emily Solberg** (SHL) at Emily.Solberg@shl.com

- **SIOP Conversation Series.** This initiative was created and is managed by the Visibility Committee which is Chaired by **Nikki Blacksmith** (US Army Research Institute for Behavioral and Social Sciences) and coordinated by **Kelly Reed** (CMA), **Kelsey Richels** (CMA/University of Oklahoma), **Keaton Fletcher** (Georgia Tech), and **Lisa Kath** (San Diego State University). The series features one SIOP member each month. The tenth conversation in the series and next SIOP conversation will feature me answering questions on January 30, 2019. More information is available here: <https://www.eventbrite.com/e/siop-conversation-series-talya-bauer-phd-tickets-43413189017?aff=ebapi>
- **SIOP-CARMA.** Under the leadership of **George Banks** (University of North Carolina), SIOP and CARMA recently partnered and completed the “2018 SIOP/CARMA Introductory Reviewer Development Series.” This was led by SIOP, with CARMA providing tech support, the live virtual panel sessions took place in August. They have made the recordings of the three sessions (about 3 hours total) available on the CARMA video channel: <http://carmarmep.org/siop-carma-reviewer-series/>

In addition, a set of 3-day intensive courses, featuring presentations by several SIOP members, are offered at the University of South Carolina, January 10-12, 2019.

Thanks to the ongoing collaboration between SIOP and CARMA, SIOP members and student members can attend at the deeply discounted CARMA member rates. Registrants (register at: goo.gl/QcZju1) for the Short Courses on R may choose from the following:

- 
- ❖ Introduction to R, led by **Scott Tonidandel** (University of North Carolina Charlotte)
 - ❖ Regression with R, led by **Ron Landis** (Illinois Institute of Technology)
 - ❖ Introduction to Multilevel Analysis With R, led by **Paul Bliese** (University of South Carolina)
 - ❖ Introduction to SEM With R and LAVAAN led by **Robert Vandenberg** (University of Georgia)
 - ❖ Web Scraping: Data Collection and Analysis, led by **Richard Landers** (University of Minnesota)
 - ❖ Introduction to Bayesian Analysis With R, led by Steve Culpepper (University of Illinois)
 - ❖ Analysis of Big Data, led by **Jeff Stanton** (Syracuse University)
- **Graduate student resource.** If you, or someone you know, is interested in hearing insights about graduate school, check out the recorded Hangout on SIOPofficial regarding “Everything

you want to know about graduate school in I-O psychology but are too afraid to ask!" at
<https://youtu.be/ON4xTFbFrwk>

- **Help create learning resources for practitioners.** Mark Morris (Sodexo), committee chair for Learning Resources for Practitioners, asks you to consider giving back to SIOP and share your hard-earned knowledge with your fellow I-Os by becoming an author of a SHRM-SIOP collaborative white paper and/or create a cool video webinar on one of our Hot Topics. SIOP is here to help you film it right in your own home and the SIOP Administrative Office will edit and add effects to make it look smooth and professionally produced.

Contact Ashley.miller@shrm.org or david@dubinadvisorygroup.com for 20 page white papers that build awareness of SIOP and Science for a Smarter Workplace with the huge SHRM audience or reach out to Anna.erickson@gartner.com if you are a PowerPoint person who wants to do a 20 minute webinar. Hot Topics include engagement, workforce planning, change and transformation, analytics, recruiting, learning, or you may propose your own.

- **Teaching I-O psychology.** SIOP has a wealth of Instructional and Educational resources.

Please view them here but also note that the SIOP webpages are currently under construction so some pages are further along than others:

<http://www.siop.org/educatorsdefault.aspx> <http://www.siop.org/instruct/toolsbytopic.aspx>
http://www.siop.org/instruct/teaching_io.aspx
<http://my.siop.org/Resources/Teaching-Resources>

Please welcome the newly elected Incoming Instructional and Educational Portfolio Officer **Marcus Dickson** (Wayne State University).

- **Registries.** SIOP has two registries and a locator service. Please sign up if you are interested. It is another way to be involved and find others interested in similar things while making SIOP stronger.
 - *CSR and Pro-Social/Humanitarian I-O Registry:* <http://my.siop.org/Services/CSR-Pro-Social-Humanitarian-I-O-Registry>
 - *Health, Safety, and Well-Being Registry:* <http://my.siop.org/Registry/HSWB>
 - And the *Consultant Locator Service:* <http://my.siop.org/cls>
- **CEMA Mentees.** Please direct racial/ethnic minority graduate students with interest in participating in the CEMA mentoring program to reach out to siopecema@gmail.com
- **I am SIOP.** Photos at the Annual SIOP conference are a great thing. **You** are the face of SIOP. We are still gathering **I am SIOP** photos. Please email them to comms@siop.org

My Presidential theme of **I am SIOP** was born out of my desire to articulate what makes SIOP so special. I realized that it is simply all of you, with your diverse backgrounds and ideas. **Every. Single. Member.** You make SIOP. You are SIOP.

It is and has been a pleasure to represent all of you – thank you for this opportunity!

Considering Supreme Court Justice Brett Kavanaugh's Record on Employment Law

Arturia Melson-Silimon and Nathan T. Carter
University of Georgia

Prior to Justice Neil Gorsuch's confirmation, **Art Gutman** wrote a piece for *On the Legal Front* (Gutman, 2017) dedicated to summarizing his law record as a 10th Circuit Court Judge. In conclusion, Gutman suggested that the makeup of the court would remain relatively stable with Justice Anthony Kennedy serving as the "swing vote." Indeed, with Justice Kennedy's recent retirement comes major implications concerning future dynamics and composition of the Court.

On October 6, 2018, the Senate confirmed Judge Brett Kavanaugh as the 114th Supreme Court Justice. Prior to his confirmation hearing, there had been considerable media attention dedicated to the potential implications of the nominee's confirmation for U.S. policy concerning abortion and gay marriage rights. As the confirmation hearings progressed, however, media coverage focused in on sexual harassment allegations made against the nominee. Less attention has been given to Judge Kavanaugh's employment law record while serving as a Circuit Judge for the District of Columbia Circuit. Prior to his recent confirmation, Judge Kavanaugh had served as Circuit Judge for D.C. since 2006. For the purpose of this column, our focus will be standard employment cases (e.g., CRA Title VII, ADA, ADEA, retaliation, etc.) we believe to be more relevant for the SIOP community. We begin by briefly discussing and analyzing each case and conclude with a discussion of his past decisions' relevance to the future of employment law in the highest court in the United States.

Cases Favorable to Defendants

1. *Johnson v. Interstate Management Co., LLC* (2017) [849 F.3d 1093]

This case involved a retaliation claim. After being fired from his job as a hotel cook, the plaintiff (Johnson) claimed his termination was an act of retaliation due to his previous complaints to (a) the Occupational Safety Health Administration (OSHA) concerning allegations of unsafe workplace conditions and (b) the Equal Employment Opportunity Commission concerning allegations of employment discrimination. Interstate Management argued that Johnson was terminated due to unsanitary cleaning and cooking practices. The Circuit Court affirmed the District Court's decision for summary judgment in favor of the employer. Judge Kavanaugh signed in with the majority, due to (a) the defendant providing a number of reasons for the termination decision that were both nonretaliatory and nondiscriminatory and; (b) the fact that OSHA does not provide a right of action for retaliation claims.

2. *Rattigan v. Holder* (2015) [780 F.3d 413]

This case involves a retaliation claim. The plaintiff worked at the U.S. Embassy in Saudi Arabia as the FBI's primary liaison to the Saudi intelligence service. Rattigan filed charges to the Equal Employment Opportunity Office for alleged discrimination on the basis of race and national origin. Rattigan claimed that a later investigation conducted by the Security Division was an act of unlawful retaliation. The plaintiff filed suit under Title VII of the Civil Rights Act of 1964. The Courts narrowed the scope in which Rattigan's claim could survive under *Department of the Navy v. Egan* (1988). Specifically, the plaintiff's claim could survive if he could establish "known falsehood"—that the defendant acted with a retaliatory or discriminatory motive by reporting or referring to information they knew to be false. Because Rattigan failed to overcome that hurdle, the Circuit Court affirmed the District Court's decision for summary judgment. In *Rattigan II*,

Judge Kavanaugh provided a dissenting opinion explaining disagreement concerning the majority's view that some decisions made for agency security are "judicially reviewable."

3. *Foote v. Moniz* (2014) [751 F.3d 656]

This case involves a discrimination claim. For the protection of national security, the Department of Energy's Human Reliability Program evaluates employment applications carefully for positions involving access to nuclear devices, materials, or facilities. Positions following under this category require certification involving: psychological evaluation, drug tests, completing an annual SF-86 Questionnaire for National Security Positions, and a counterintelligence evaluation. The plaintiff was denied certification and was unable to obtain a desired position within the Department. Foote claims that the Department psychologist's recommendation against certification was due to racial discrimination. The Circuit Court ruled in favor of the defendant due to (a) decisions for certification being consistent with interests of national security and; and (b) the Department's psychologist was authorized and trained to make a judgement about Foote's suitability for certification. Within their rationale, the Court cited *Department of the Navy v Egan* (1988).

4. *Miller v. Clinton* (2012) [687 F.3d 1332]

This case involves an age discrimination claim. The plaintiff was an employee of the Department of State and served as a safety inspector at the U.S. embassy in Paris, France. Miller was dismissed from his position upon his sixty-fifth birthday. Miller claimed that his forced retirement was in violation of the federal employment provisions of the ADEA. However, Miller was hired under the Basic Authorities Act which exempted him from protections under the ADEA. Further, Section 2 (c) of the Basic Authorities Act authorized the State Department to mandate retirement at age 65. Therefore, the Circuit Court affirmed the District Court's decision to dismiss the case.

5. *Vatel v. Alliance of Automobile Manufacturers* (2011) [627 F.3d 1245]

This case involves a race and gender discrimination claim. The plaintiff worked as the assistant to the president and CEO of the Alliance of Automobile Manufacturers. Vatel claims she faced termination due to racial and age discrimination. The defendant argued that termination was due to unsatisfactory performance and incompatible work styles. The Circuit Court affirmed the District Court's decision for summary judgement due to (a) the defendant providing nondiscriminatory reasons for the plaintiff's demotion and (b) the plaintiff failing to put forward sufficient evidence to suggest the termination was based on discriminatory reason.

6. *Brady v. Office of the Sergeant at Arms* (2008) [520 F.3d 490]

This case involves a Title VII racial discrimination claim. The plaintiff worked as an assistant shift supervisor in House Garages and Parking Security, an entity within the Office of the Sergeant at Arms of the House of Representatives. Brady was later demoted to a lower position and argues that this demotion was discriminatory and in violation of Title VII of the Civil Rights Act. The defendant argued that Brady's demotion was due to the employee's violation of the office's sexual harassment policy. The Circuit Court affirmed the District Court's decision for summary judgement due to (a) the defendant providing non-discriminatory reasons for the plaintiff's demotion and (b) Brady failing to put forward sufficient evidence to suggest the demotion was based on discriminatory reason.

7. *Baloch v. Dirk Kempthorne* (2008) [550 F.3d 1191]

This case involves age discrimination and retaliation, and hostile work environment claims. While working for the Department of the Interior, the plaintiff served as the sole Water Rights specialist for an extended period of time. Baloch argued that when a second water specialist

was finally hired, he lost many of his previous duties. Further, the plaintiff argued that this shift in duties were due to racial discrimination. The plaintiff also claimed that his supervisor retaliated against him for his discrimination complaints in the following ways: imposed sick leave restrictions, proposed suspension(s), issued a letter of counseling, a letter of reprimand, and unsatisfactory performance review. The Circuit Court affirmed the District Court's decision for summary judgement due to Baloch's (a) failing to show that he suffered an adverse action (which is needed for both discrimination and retaliation claims); and (b) failing to present sufficient evidence to support a hostile work environment.

8. *Adeyemi v. District of Columbia* (2008) [525 F.3d 1222]

This case involves an ADA violation claim. The plaintiff, Adeyemi, applied for an information technology position in the D.C. Public School System and was denied hire. Adeyemi claimed that he faced discrimination due a disability. The defendant argued that two more-qualified candidates were selected. The Circuit Court affirmed the District Court's decision for summary judgement due to Adeyemi failing to provide sufficient evidence for discrimination.

9. *Jackson v. Gonzales* (2007) [496 F.3d 703]

This case involves a racial discrimination claim. Jackson worked as a GS-13 employee in the Bureau of Prison. Jackson applied for a GS-14 open research analyst position. When the position was given to a Caucasian woman, Jackson sued the Bureau for alleged racial discrimination in violation of Title VII. The defendant argued that a more-qualified candidate was selected. Although Judge Rogers provided a dissenting opinion, the Circuit Court affirmed the District Court's decision for summary judgement since the defendant's explanation did not suggest pretext for racial discrimination.

Cases Favorable to Plaintiffs

1. *Ayissi-Etoh v. Fannie Mae* (2013) [712 F.3d 572]

This case involved a claim of discrimination, hostile work environment, and retaliation. Ayissi-Etoh claimed that after receiving a promotion, he was denied a salary increase due to discriminatory reasons. On a separate occasion, a racial slur was allegedly directed at the plaintiff by the organization's vice president. Further, the plaintiff claimed that after filing a discrimination complaint with the Equal Employment Opportunity Commission, his supervisor gave the ultimatum: either drop the racial discrimination claim or face termination. The Circuit Court sided with the plaintiff, thus reversing the lower court's summary judgement decision for race discrimination, hostile work environment, and retaliation claims. In addition, Judge Kavanaugh offered a concurring opinion and additional commentary surrounding the hostile work environment claim. Although the defendant, Fannie Mae, argued that one use of a directed racial slur would be insufficient in establishing a hostile work environment, Judge Kavanaugh found flaws in this argument, stating that one use of the slur directed at the plaintiff would be enough to establish a hostile work environment.

Conclusion

These are not the only cases that may be worth reviewing, but these were the only matters involving traditional employment discrimination claims. Please note there were two cases in which employees sued under the Administrative Procedure Act on grounds of discrimination against citizens, but they were both dismissed because plaintiffs were federal employees and therefore suits must be pursued through the administrative and judicial review system set up by the Civil Service Reform Act. See *Nyunt*

v. Chairman, Broadcasting Bd. of Governors, 589 F.3d 445 (D.C. Cir. 2009) and *Grosdidier v. Chairman, Broadcasting Bd. of Gov.*, 560 F.3d 495 (D.C. Cir. 2009).

Due to the current makeup of the court in lieu of Justice Kennedy's retirement, it can be reasonably assumed that future direction will shift. During Justice Kennedy's tenure on the Supreme Court he became the Court's "swing vote" (Gutman, 2017). This is not to say the justice did not remain consistent as majority of his decisions in the past term surrounding labor laws were mainly in line with conservative justices. See *Epic Systems v. Lewis* (2018) and *Janus v. American Federation* (2018). However, Kennedy became known for his impact on social issues surrounding equal rights. Further, the justice broke with conservatives on issues such as gay marriage and gay rights, and the current split in federal appeals courts regarding the status of sexual orientation as a protected class has been attributed to Kennedy's rulings on such issues. It will be interesting to see how future decisions pan out given the proposed new dynamic of the Court.

Our review of Kavanaugh's record as 10th Circuit judge suggests that majority of employment cases were favorable to employers. Specifically, only one case was favorable to the plaintiff. This is not surprising, as it is common for decisions to err on the side of the employer when EEO cases are up for appeal. Nevertheless, there are few conclusions we can draw from Kavanaugh's record.

First, Kavanaugh's rulings remain yet very cut and dry with the literal interpretation of the law and precedent set by previous rulings. In *Rattigan II*, for example, he wrote a dissenting opinion concerning the majority's opinion that some security clearance decisions could still be judicially reviewable explaining, "In my respectful view, the majority opinion's conclusion cannot be squared with the Supreme Court's decision in *Department of the Navy v. Egan*" (p. 989). Although it is unlikely that many cases will arise to involve this exact context, it is appropriate to expect Kavanaugh to enter the Supreme Court with the same exacting legal philosophy. Therefore, it is important to think about how such trends in interpretation may pan out in other employment cases.

Second, Kavanaugh's biggest impact is likely to fall on the issue of whether discrimination surrounding LGBT identity is protected by the Civil Rights Act. For example, given Kavanaugh's previous rationales in other discrimination cases, we can expect Kavanaugh would approach a sexual orientation discrimination case with a literal interpretation; hence, the leap from the protected class of "sex" to "sexual orientation" would be unlikely. With petitions bubbling from the lower courts surrounding whether sexual orientation is encompassed under Title VII (see *Bostock v. Clayton County*, 2018), it seems likely that Kavanaugh will be involved in such a case (or cases).

In conclusion, we believe we can expect to see Kavanaugh's legal philosophy or literal legal interpretation translated into future Supreme Court battles. Importantly, we believe I-O psychologists would be well-advised to pay close attention to the Supreme Court as its shifts in membership are crucial to the conduct of our profession's practice and to the rights of employers and employees alike.

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About Arturia Melson-Silimon

Arturia Melson-Silimon is a doctoral student at the University of Georgia. Arturia is interested in researching areas related to Equal Employment Opportunity (EEO) law, such as issues in selection concerning sub-group differences, employment discrimination, and workplace sexual harassment. Specifically, Arturia is interested in researching potential organizational methods that aim to reduce negative experiences of workers belonging to marginalized groups and underrepresented identities.



About Nathan T. Carter, PhD

Nathan Carter is currently an associate professor at the University of Georgia. Nathan's primary research area is personality and its relation to performance at work, general success and well-being. Specifically, Nathan is interested in studying how to utilize psychometric theory and analytic techniques to better understand these relationships, such as item response theory and psychometric network theory. Additionally, Nathan is interested in the role of human judgement and decision making in applicant attraction and employee selection. Nathan received his PhD from Bowling Green State University in 2011.

On Exciting “Firsts” in Academia

Dorothy R. Carter
University of Georgia



A few months ago, **Allison Gabriel**, a true SUPERSTAR academic, texted me to ask if I would be willing to take over **The Academic’s Forum**. For the past several years, I’ve absolutely loved hearing Allie’s perspectives on various aspects of academic life through this column, and I respect her immensely, so I said yes immediately. Then... she explained that I could think about this column as “writing a diary about going through the tenure track process, except everyone in the field is able to read it.” Gulp. Reality set in. I’ve never kept a diary, and I am not a very public person. I post on social media approximately once a year and very rarely share anything personal in that sort of forum. In fact, I’m pretty obsessive about editing my writing. In terms of social media, this often results in me beginning to write a public post, overthinking it, and deleting it. Upon reflection, however, I realized that academia has been a series of “firsts” for me (e.g., first time out of the country, first time public speaking, first time teaching, first time publishing, etc.). Each of these “firsts” have seemed daunting initially but have pushed me out of my comfort zones in ways that have been exciting, fun, and led to new opportunities that I could not have dreamt about prior to entering this field. Therefore, I am thrilled that this “public diary” will be yet another way academia is challenging me to broaden my horizons. I recognize I have big shoes to fill. The previous authors of this column—Allie, **Satoris Culbertson**, and **Sylvia Roch** being the most recent—have imparted troves of wisdom through their articles. I will do my best to try to live up to their awesomeness!

When I was reflecting on my “firsts” in academia, I realized one very special “first” that is particularly meaningful to me right now is that my first PhD student, **Cindy Maupin**, just signed a contract to become an assistant professor at Binghamton University School of Management starting Fall 2019! (Yay Cindy!) So, in honor of exciting firsts, the topic of this initial installment of my academic’s forum series will be about the lessons I learned while mentoring my first graduate student during my first few years as an assistant professor at the University of Georgia. Luckily, I had the incredible good fortune of having the amazing **Leslie DeChurch** as my PhD advisor during graduate school, and therefore, I began my career with a great example of mentoring. However, I have certainly had struggles as I attempt to be an effective mentor while also navigating all of the other challenges of the tenure track (e.g., publishing, grant writing, work-life balance) To gain more insight about this topic, I interviewed Cindy about both the benefits as well as the challenges of our mentor–mentee situation. Here are four key takeaways from our conversation.

1. Find the Right Balance of Professorship and Friendship

This is a tricky one and is likely to be wildly different, not only from advisor to advisor or from student to student but to each unique student–advisor dyad. What is particularly challenging with your *first* graduate student is that you will *likely* be close in age, and you will *definitely* not have a big separation of years “under your belt” in the field. In talking to Cindy, she noted that being close in age and stage was helpful in that we could relate well to one another and that there was a strong feeling of us being a collegial pair that could empathize with one another. However, our friendship also had complications. For example, she noted to me that in meetings it was often difficult to know whether my advice was being given “as a friend” or “as an advisor.” In all honesty, I struggled with navigating these dual identities as well; it was sometimes hard to know when I should be an advisor and when I should be a friend. It might be easy to think that being the “professor” all the time is the right path, but that can be alienating and

intimidating to students, making them feel like they could never rise to your standard. Of course, you don't want to go too far to the other end either, because emphasizing the friendship relationship too much can make it difficult to tell your mentees the hard truths and objective feedback they need to develop professional. In talking with some senior colleagues, I have found that the navigation of dual identities continues to be a struggle for many well into their careers and changes from student to student. So, my biggest piece of advice based on my own experience is to be aware that this issue exists and to think about it often and take it seriously.

2. Don't Expect to Have All the Answers

This one may seem obvious, but if you end up mentoring your own first student you may be surprised at how important it is to understand. Obviously, none of us have all the answers to everything. Therefore, one important piece of advice is that you should never approach mentoring in such a way that you try to "have all the answers." Be honest. Your students need to know that not only do *you* not have all the answers but that no one does, including them. In my conversations with Cindy about this topic, she noted that what she found most helpful was that, rather than trying to seem like I have all the answers all the time, I was honest when I didn't know something and often supplemented my own knowledge with that of experts who *do* have the answers. This takes work. It means you need to not only introduce your students to knowledgeable people but that you need to help them forge their own relationship with these experts independent of you, their advisor. In fact, one thing Cindy mentioned is that she has benefited immensely from the connections she's forged outside of myself and our lab. She is currently finishing up a year as a research fellow at the Army Research Institute working with great researchers like **Jay Goodwin, Greg Ruark, and Andy Slaughter**. Obviously, there are times when *you* need to be the "other" mentor for students who you can help guide through certain parts of their careers. My own advisor set a great example for this. I benefited richly from a wide variety of academics and practitioners as I charted my career path, and a wide variety of students benefited from her in turn. I have tried to model this in my mentorship of students who are not "mine," like **Young-Jae Kim (Brian Hoffman's mentee at UGA), Alexandra Harris, (Nathan Carter's mentee at UGA), and Gouri Mohan** (a graduate student at IESE Business School in Spain who came to work with me at UGA as a visiting scholar for 6 months).

3. Mentoring Can Be One of the Most Rewarding Aspects of Your Career

The excitement of publications, funded grants, and accolades are all obvious rewards in your early career. But what may not be most obvious is that mentoring is a true gift not only to the mentee but to the mentor. I have been so excited to watch Cindy progress and to know that I played some part in her development as a scholar and person. The capstone that occurred most recently was her earning a position at Binghamton. I swelled with pride on receiving the news, and in some ways it was even more exciting than getting my OWN job! A colleague once told me that **Scott Highhouse** once said to them "You are only doing as well as your students." I think this is a truly admirable way to view mentorship, and a yardstick I plan to use throughout my career. I am so excited for Cindy and all that the future holds for her (see #4). I'm also so extremely excited for the unique journeys my other current graduate students, **Hayley Trainer, Jake Pendergraft, and Justin Jones**, are taking together. All of them will undoubtedly have exciting and promising careers ahead of them.

4. Mentoring Does Not End After Graduation

Unlike my other points, this is one I have not yet experienced, but it is something I am certainly committed to and excited for. In talking with my senior colleagues it has become clear to me that mentoring

does not end after graduation (or after a student takes their first job). In fact, in some ways the mentoring you will provide postgraduation can be just as important and impactful, despite being quite less frequent. Your academic and practitioner students will need help navigating the professional and political world of the workplace after graduation. They will continue to need advice for difficult situations. Academics will need to understand the tenure and promotion process at a much more granular level than they did before. Your practitioner students will need advice for dealing with difficult clients and maybe even bosses. As Cindy begins her journey I am - based on the advice of senior colleagues—committing myself to being there for her as she enters an entire new chapter in her professional life. But in speaking to these senior colleagues it is clear that this is yet another balancing act. These new academics and professionals need your help, yes, but they also need to become even more independent of you, publishing without you and dealing with things on their own. However, your advice should always be available as they chart their new path. So, be sure to check back next year as I plan to write a bit about the post-graduation mentoring process in a future column!

The Bridge: Connecting Science and Practice



Column Editors: Kimberly Acree Adams, Independent Consultant, and Stephanie Zajac, Houston Methodist Hospital

“The Bridge: Connecting Science and Practice” is a *TIP* column that seeks to help facilitate additional learning and knowledge transfer to encourage sound, evidence-based practice. It can provide academics with an opportunity to discuss the potential and/or realized practical implications of

their research as well as learn about cutting edge practice issues or questions that could inform new research programs or studies. For practitioners, it provides opportunities to learn about the latest research findings that could prompt new techniques, solutions, or services that would benefit the external client community. It also provides practitioners with an opportunity to highlight key practice issues, challenges, trends, and so forth that may benefit from additional research. In this issue, we explore the emerging trend of Digital Nomadism, and the benefits and potential challenges that come along with this novel workplace arrangement with Kaila S. Jacoby and Samantha Holland.

Digital Nomads: The Final Frontier of Work Arrangements?



Kaila S. Jacoby
DCI Consulting Group
Digital Nomad

Samantha Holland

Introduction

In the span of a few decades, telework has evolved from a fringe work arrangement to a staple of the modern workplace—which has come with its own benefits and challenges. Although teleworking part or full time is one of the top desired benefits employees seek (Jones, 2017) and employers

can gain great cost savings in absenteeism, real estate, productivity, and voluntary turnover (Wright, 2018), research and practice haven’t yet come together on best practices for incorporating this practice without sacrificing employee engagement and organizational culture. In recent years, major companies such as Best Buy, Yahoo, IBM, Honeywell, and Bank of America have greatly curtailed or completely revoked telework privileges due to perceived damages to communication, collaboration, and teamwork (Wright, 2018).

Whereas the future of telework may be questionable in some companies, the trend continues to grow; as of 2016, 40% more U.S. employers offered flexible workplace options than they did 5 years ago (Global Workforce Analytics & FlexJobs, 2017). In fact, a new work arrangement has been cropping up across the world that can be seen as an extreme version of teleworking: working as a “digital nomad”—a worker who lives nomadically and without a consistent workspace.

Like telework, employer support for digital nomad work arrangements could be a powerful way to retain top talent as well as tap into a much broader talent pool than available locally. With employers worldwide reporting that the need for many specialized skills far outstrips the pool of qualified candidates (ManpowerGroup, 2018), the importance of employers finding a competitive edge to effectively fill their roles cannot be overstated. However, just as with teleworkers, there are a number of significant challenges in the nomadic work environment that can endanger worker productivity and retention, challenges that I-O researchers and practitioners may be uniquely poised to identify and mitigate. As a digital nomad, Kaila Jacoby can attest to the unique considerations at play when considering the emergence of digital nomads over and above that of telework. Her unique perspective as both an I-O and a digital nomad was leveraged when developing the idea for this piece.

In this article, we introduce the digital nomad phenomenon and the potential benefits and challenges inherent in this work arrangement and consider how traditional I-O principles and research may apply.

What Are Digital Nomads?

Digital nomads (DNs) are similar to teleworkers in that they use telecommunication technology—such as conferencing software, shared drives and documents, and other collaboration tools—to perform their job. The uniqueness of DNs stems from their nomadic lifestyle: by living in short-term rentals as they move cities, countries, and even continents several times per year, their physical work space (and often, their time zone) is in constant flux. This lack of regularity had previously relegated DNs to freelance or independent contractor roles, where the connection to the employer is more sporadic.

However, both technological and societal forces have begun to push this trend toward the mainstream. Increases in worldwide technical maturity (e.g., ubiquitous stable wifi, inexpensive communication options) have made the work arrangement logically feasible, and the shifting millennial values toward life experiences and flexibility over strict monetary rewards have made becoming a DN an attractive option. As evidence of the growing trend, governments are enticing DNs to live (and spend money) in certain locations by offering a [special DN residency permit](#), and programs such as [Remote Year](#) will help you secure a job or approval from your employer and organize your full DN experience.

Benefits

Because the benefits of being a DN are relatively apparent, we keep this section brief. In addition to the benefits cited for traditional telework (e.g., work-life balance, flexible work hours, fewer coworker distractions; Bailey & Kurland, 2002), a key benefit to the DN arrangement is enabling travel experiences without dipping into one's limited paid time off. Being able to choose (and rapidly change) where you live allows you to work full weeks while maximizing your “home” time to experience the cultures in which you are living or travel to cities that previously were too far away for a quick visit. Often an added benefit is living in a lower cost of living environment, which comes at a great relief as major cities in the US are becoming increasingly unaffordable for all but the upper classes.

On the employer side, many of the benefits of allowing for DNs is the same as for teleworkers (e.g., reducing space requirements and absenteeism, broadening the recruitment pool). However, one additional benefit of employing DNs over traditional teleworkers is that it becomes much easier to create a 24/7 workflow that is beneficial for fast-paced professions such as publishing and software development. In the author’s own experience working as an I-O DN, having coverage across time zones has come in handy for new business proposals and tight assessment development deadlines. Furthermore,

the inherent location flexibility of DNs may make these workers more willing and available for some types of work-related travel.

Challenges

Less publicized, but of more immediate interest to I-O psychologists, are the challenges associated with DN working arrangements. Here, we dive into potential pitfalls across some traditional I-O practice and research areas to lay out some considerations for employers and workers.

Job Analysis

As employers contemplate whether or how to incorporate DNs into their workforce, it is important to fully understand the jobs for which this work arrangement is being considered and confirm whether the work activities can still be performed in a DN context. This is a clear issue that careful job analysis can address.

In cases where job analytic data already exist, a simple approach would be to identify tasks requiring in-person contact, review frequency and importance ratings, and evaluate whether those activities could be changed to virtual contact and/or conducted by other in-person staff. For positions without these data available, designing a streamlined survey that assesses the extent to which jobs involve activities inherently challenging for DNs (e.g., frequent travel to headquarters or client sites) would provide helpful insight. Fortunately, these methods could be easily scaled to examine all jobs within an organization and identify those that are best-suited for DN (or other telework) arrangements. For any employers considering a move toward telework or DN arrangements anytime in the future, it may also be advisable to build these considerations into their next job analysis research plan.

Engagement and Well-Being

Although we know from research that employer factors such as leadership, job design (e.g., resources, autonomy, work-life balance), and organizational interventions are important for employee engagement and well-being (e.g., Bailey, Madden, Alves, & Fletcher, 2015; Sacks, 2006), we anticipate that these factors may be less influential for DN engagement given that their interactions with organizational culture are likely to be infrequent and/or more discreet. To focus on the uniqueness of DNs, here we consider a few strategies DNs can enact to maximize these outcomes in themselves, noting that employers may take part via providing DNs with the knowledge and tools they need to implement these strategies.

A primary challenge for DN engagement is likely to be in building relationships with colleagues, which can be difficult when you may rarely or never meet in person, have vastly different lifestyles, and do not hear the same current events. It is likely DNs would need to rely on more formalized or task-oriented interactions to build trust and camaraderie with colleagues, leveraging video conferencing whenever possible for its added benefit of allowing nonverbal cues. Furthermore, the author has found that many team-building activities (team lunches, celebrations, happy hours) can be translated to a virtual environment if the participants are willing.

Additionally, although DNs may be at an advantage for work-life balance—especially for finding motivation for exercise given the obvious desire to get out of the house to see new surroundings—other important factors for well-being such as proper workplace ergonomics may suffer. For example, conditions such as carpal and cubital tunnel syndrome, back pain, and visual strain are all more likely when you're at the mercy of whatever table and chairs are available in your short-term rental or the closest public

work space. Providing an ergonomic education to DNs ahead of time could prevent these injuries and motivate them to seek out better ergonomic situations, such as renting coworking spaces, investing in travel-ready external monitors, or piecing together monitor platforms and standing desks with common household objects.

Job Performance

In traditional workplaces, employee performance commonly includes contextual performance criteria (e.g., assessment of counterproductive work behaviors [CWBs] and organizational citizenship behaviors [OCBs]) in addition to the more straightforward task performance evaluations. Contextual performance matters to organizations because it contributes to the overall culture as well as the success of group work.

Applying contextual performance theories to a remote environment is complicated, necessitating both a change in the way we measure the constructs and consideration of whether the significance of contextual components to overall performance still holds. The telework literature has acknowledged these challenges and taken initial steps in developing methods for measuring these behaviors in a manner suitable for the virtual context (e.g. Teleworker CWBs; Holland, Simpson, Dalal & Vega, 2016). This work addresses a key question: When there is no shared physical work environment or standardized work hours, what are the most direct ways to capture employee behaviors that should be considered as OCBs or CWBs? This problem is even further magnified in the DN context, when work is often asynchronous and direct interaction with others may be infrequent.

Job Progression

We also know from research that employees who cannot see a career path within their current organization are more likely to leave (e.g., Johari, Yean, Adnan, Kirana, & Ahmad, 2012; Karavardar, 2014; Miller & Wheeler, 1992). Therefore, it is in an organization's best interest to identify and communicate possible career progressions for its employees. Whereas a traditional climb up the career ladder includes positions with increasing responsibility for others and influence in strategic goals for the organization, this may not be plausible for DNs given the inherently independent nature of their work environment and limited abilities to interact directly with others. Instead, it may be better for DNs to follow an "individual contributor" career path—which many employers are implementing even for in-person work—providing gratifying career progression through opportunities such as additional task complexity and scope or job rotation (Society for Human Resource Management, 2015).

Retention and Turnover

The image of digital nomadism portrayed in many articles (and the accompanying feeds on social media platforms) may make it seem like allowing employees to be DNs would be a slam dunk for attracting and retaining talent. Who wouldn't want the freedom to work anywhere in the world with more autonomy than you could ever have in a traditional workplace? Although removing the locality restriction of traditional work arrangements certainly removes one reason that employees may leave a job, this freedom may actually be a double-edged sword. Similar to the effect some part-time teleworkers notice where they work more hours at home than in the office, DNs may find it hard to draw the work-life boundary that is needed to maintain a healthy balance. Long hours and working in isolation has led to burnout for a number of DNs who have since [returned to a more traditional lifestyle](#) and often new jobs.

Furthermore, being completely removed from coworkers and the workplace creates enormous challenges in finding ways to foster organizational embeddedness, which is a powerful force in keeping employees from leaving their employer. As noted previously, we may need to think outside the box of sport teams and happy hours, and explore alternative mechanisms for team building that allow DNs to feel connected to others and engaged in their own work.

Conclusion

It's too early to tell exactly what the trajectory of the DN trend will be: Have we caught it just as it is about to explode into a sizeable segment of the workforce, or will this end up being just a blip on the radar? We would argue contemplating about how this type of worker can be best incorporated into the workforce is an important exercise either way, because this won't be the last time technology is enabling fundamental shifts in how work is done. Though our field is relatively young, the workplace and jobs that we are studying today often bear little resemblance to those used to build our foundational theories and techniques. To stay relevant, I-O psychologists should pay close attention to the alignment of our field with how work is actually being done today and update our research and best practices accordingly.

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Introducing Alyssa McGonagle and Enrica Ruggs: 2018 Small Grant Winner

Liberty J. Munson, PhD

Garett Howardson, PhD



As part of our ongoing series to recognize SIOP award winners, this quarter, we are highlighting one of SIOP's Small Grant Award winners: Alyssa McGonagle and Enrica Ruggs, who are working on an intervention project to help reduce bias against job applicants with disabilities.

Overview

We applied for a SIOP Small Grant to conduct a study examining the effectiveness of diversity training related to individuals with disabilities on hiring managers' mitigating biases related to hiring job applicants with disabilities. We draw from the training literature on various training strategies as well as best practices in online education to develop online training videos. Our goal is to determine the extent to which specific disability-related training is useful in ultimately increasing greater opportunities in the selection process for applicants with disabilities.

Share a little a bit about who you are and what you do.

Alyssa: I am an assistant professor in Psychological Science and Organizational Science at UNC Charlotte. I study various topics related to worker health, safety, and well-being. I also teach courses in research methods, I-O psychology, job attitudes, work motivation, and occupational health psychology at the undergraduate, master's, and doctoral levels.

Enrica: I am an assistant professor in Psychological Science and Organizational Science at UNC Charlotte. My research focuses on diversity and discrimination as well as the influence of social justice issues on employee well-being. I teach courses in I-O psychology, social psychology, managing diverse workplaces, and research methods at both the undergraduate and graduate levels.

Describe the research/work that you did that resulted in this award. What led to your idea?

Alyssa: I have a strong interest in vulnerable working populations, including workers with disabilities and chronic health conditions. I have been conducting research on and assessing interventions for workers with chronic health conditions for several years now. I was contacted by Laureen Summers, who works to place college students with disabilities into STEM (science, technology, engineering, and math) positions. She expressed an interest in working on a research project to help mitigate bias in hiring situations for people with disabilities. I knew my colleague Enrica Ruggs (also at UNCC) had some expertise in bias interventions; when she agreed to join the project, I knew we had a great team to work on a meaningful project that we were each passionate about.

Enrica: When Alyssa contacted me about the potentially working together on an intervention project to help reduce bias against job applicants with disabilities, I was working with one of our master's students

to develop her thesis idea. We were in the very early stages of her thesis, and the project we were developing at the time was an intervention to reduce bias related to weight stigma. We were in the early stages of development, and I talked to my student about the possibility of studying bias toward people with disabilities instead. Much of the literature she was reading around stigma and training interventions was still relevant to this topic; she found it interesting, so we changed her focus to a study where we created videos that were used as a pilot for this project.

What did you learn that was surprised you?

Alyssa: It surprised me to learn just how time intensive it would be to create the intervention videos, given that we aimed to keep them brief (around 6 minutes each). I had never produced a video before. We shot initial “pilot” videos and sought feedback from several stakeholders (interviews, conversations, and survey response). Then, we found actors with disabilities, created scripts, revised them, and revised them again, scouted locations for the video shoot, combed through footage, and so forth. I wouldn’t change how we did it, but I will never underestimate the work involved in preparing videos again!

Enrica: So far, I think the thing that surprised me was the extent of variability in the feedback from different stakeholders and the difficulty of conveying all of the information we wanted to convey in a brief span of time. Some of the people we sought feedback from were education experts with a good deal of experience in developing and using online teaching and training materials. They provided great tips on developing materials that are more likely to hold viewers attention, but it was surprisingly difficult to fit everything we wanted within some of these guidelines.

What do you see as the lasting/unique contribution of this work to our discipline? How can it be used to drive changes in organizations, the employee experience, and so on?

Alyssa: We hope to share the video(s) with individuals and organizations in an effort to help mitigate disability bias. We are also working to determine some of the mechanisms through which these types of interventions work. This will allow us to contribute knowledge to the field regarding types of interventions that are likely to be more or less effective.

Enrica: Alyssa summed this up perfectly. Our goal is to be able to share the videos and our results with decision makers in organizations so that they can use this information as a resource in training decision makers in hiring situations.

To what extent would you say this work/research was interdisciplinary? How do you think the work benefitted by having multiple disciplines involved?

Enrica: We have drawn primarily from the psychology literature in the development of this research; however, we did consult with experts in education and technology communication to develop the materials for this project. After we received feedback from stakeholders, we decided it would be beneficial to bring people in with expertise on the medium we are using to help us convey the desired information most effectively. I think this was critical because it helped us focus the videos in a way that I believe provides a stronger delivery of our message.

Are you still doing work/research in the same area where you won the award? If so, what are you currently working on in this space? If not, what are you working on now and how did you move into this different work/research area?

Alyssa: Yes; we are still working on this project, and issues related to working with disabilities is a strong research interest of mine. I am currently working on a funding proposal for an online intervention program to help promote well-being and work ability in workers with chronic health conditions. I am also working on a project that examines work-life issues for people who are working with chronic health conditions.

Enrica: I'm not currently working on any other projects related to employees with disabilities; however, I am always working on projects related to increasing understanding and improving the management of diverse workplaces. Currently, I have several projects that are examining the influence of social justice issues on employees and organizations.

What's a fun fact about yourself (something that people may not know)?

Alyssa: I have always been a cat person, but I just adopted an older dog named Brie. She has already brought a lot of joy to my home!

Enrica: I love to travel, and I recently planned a trip to Cuba. I am excited to explore and learn more about the history and culture in Havana.

What piece of advice would you give to someone new to I-O psychology? (If you knew then what you know now...)

Alyssa: Learn as much as you can about a variety of areas in your early years in the field, but pay careful attention to what motivates you the most. Knowing what drives you can lead you toward a more meaningful career.

Enrica: Read a lot and venture outside of psychology to gain further insight into topics that interest you. I often read articles that suggest that there is no research in an area (and I have been guilty of making this claim myself); however, talking with scholars outside of I-O can open you up to research that is being conducted on topics that we may not see published in I-O journals yet. Even if you are not drawing from other disciplines directly, I think that learning about how people in other disciplines are studying topics that interest you can help you think about and refine your own work in a more meaningful way.

Max. Classroom Capacity: A Report From SIOP's Education and Training Committee

Loren J. Naidoo
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Welcome readers!

For this week we continue the tradition of highlighting the purpose and important work that is being done by SIOP's Education and Training (E&T) Committee. To that end, I've invited **Marissa Shuffler**, E&T Committee Chair, to contribute. Marissa recently assumed the E&T Chair role this spring after a year serving as the Chair in Training, and the International Subcommittee chair prior to that. Over the next two years as Chair, Marissa will continue to support ongoing efforts but also focus specific efforts aimed at better understanding the current state of E&T for I-O Psychology, and what new/emerging needs may be better addressed by the committee in the future.



For those of you unfamiliar with the overarching purpose and goals of the E&T committee, they are as follows:

1. To enhance the skills and resources of SIOP's prospective undergraduate and graduate members
2. To improve the visibility of I-O psychology through education
3. To contribute and collaborate with E&T boards of other professional societies
4. To review, develop, and monitor teaching tools
5. To generate articles for publication in *TIP*
6. To generate nominations for the SIOP distinguished teaching award

The E&T committee has several current projects in pursuit of these goals. First, E&T committee members have joined forces with SIOP's Visibility Committee and GIT Task Force to develop a session for SIOP 2019's Executive Board track, focused on making I-O more visible to students. This session will be held April 4, 2019 from 1:30 PM to 2:50 PM, Room Maryland B.

Second, E&T has initiated efforts to pursue the creation of SIOP-approved social media accounts specifically for SIOP E&T. This is targeted at addressing General Goal #4, as many questions and comments are posed in social media forums (e.g., Twitter, Facebook, Reddit, The Grad Café) that may be best addressed by SIOP E&T. Additionally, being able to more closely connect with student members and prospective SIOP members on a regular basis is a major goal of the committee at the moment—especially student members who would like to more consistently connect with others in I-O. E&T is currently working with the appropriate SIOP channels to ensure the social media accounts are set up and branded in line with the overall SIOP branding approach.

Finally, E&T is working with SIOP to incorporate additional graduate students as formal members of E&T subcommittees. Given the overall purpose and goals of E&T, as well as the recent addition of the International and Online subcommittees, allowing more than one graduate student representative for the entire committee seems an appropriate path forward. However, E&T also recognizes that clear guidelines must be in place to ensure graduate students are assigned meaningful roles that are beneficial to them as well as the committee.

To more specifically address aspects of several of these larger goals, E&T currently has a number of subcommittees whose important work will be summarized next.

The Bridge Builders Subcommittee, chaired by **Roni Reiter-Palmon**, is pursuing the following goals:

1. Identify subcommittee members and provide training on Bridge Builders Initiative
2. Begin to establish processes for identifying and matching SIOP members with local groups for making connections
3. Gather materials from SIOP members' educational talks to share with Bridge Builders

Bridge Builders have been working with the SIOP Visibility Committee over the last quarter in order to identify shared committee goals regarding outreach to the broader community. As a revamped effort, the Bridge Builders Subcommittee is currently working to expand membership in order to have the support needed to accomplish this year's goals. There is specific interest to determine how to quickly and easily identify SIOP members who are already going into the high schools, and/or who has an interest in doing so. Options being explored include a survey and/or potentially leveraging the SIOP E&T social media accounts once they are created. In the meantime, anyone interested in helping support these exciting efforts is encouraged to contact [Marissa](#) or [Roni](#).

The International E&T Subcommittee is chaired by **Jennifer Feitosa** and seeks to:

1. Continue to expand the list of graduate I-O psychology programs outside of the United States
2. Identify the barriers that non-US members encounter when joining SIOP and/or participating in SIOP events such as the annual conference
3. Facilitate information sharing among SIOP members around the world regarding E&T best practices and resources

This subcommittee has gathered members' international contacts, knowledge, international experiences and preferences for tasking to develop an understanding of I-O E&T within and across different continents and countries. These efforts are intended to reach a deeper understanding of the differences and similarities to continue expanding the list of programs and identification of barriers. Any international I-O members are encouraged to reach out to [Jennifer](#) if they would like to provide information to inform these efforts.

The new Online E&T Subcommittee is chaired by **Rebecca Grossman**. Goals include:

1. Take stock of current online graduate programs to gain an understanding of the structure, content, and general design(s) for IO education/training in this format.
2. Develop a system for identifying the ways in which online IO graduate education may differ across the various online programs as well as in relation to "brick and mortar" I-O graduate programs.
3. Identify potential needs of online programs and their students/alumni and determine how SIOP might be able to offer appropriate support.

Formally initiated this year, this subcommittee has been developed to address the rapidly increasing number of students coming from online graduate programs, identifying the unique needs they may have as well as developing a better understanding of the state of I-O E&T in online settings. At SIOP 2018, Information about the effort was distributed and members were recruited at the SIOP Committee Zone, E&T meeting, and the Program Director meeting at the conference. The committee has now been fully formed to include members who have direct experience with online graduate programs. They have also identified several members who are interested in serving as SMEs if any additional feedback is needed at any point. Three specific goals have been established and submitted to the E&T committee chair.

The Guidelines Subcommittee, chaired by **Christopher Wiese**, seeks to:

1. Explore assessing SIOP members' (or programs'/employers') perceptions of the [Guidelines for Education and Training at the Master's level in I-O psychology](#)
2. Promote the value of the Guidelines and the associated resources (e.g., [Curriculum Matrix](#)) through social media activity
3. Initiate an online repository/database of the materials needed to update the Guidelines

E&T is responsible for conducting regular reviews of the [Guidelines for Education and Training in Industrial and Organizational Psychology](#). Following the most recent review and update of the Guidelines in 2016, this Subcommittee is now actively working to share information about this update and offer support to graduate programs seeking to determine how the Guidelines may best fit into their curricula. Part of this effort involves working to share information with program directors as to how programs may be able to best utilize resources produced as well as information about how other programs are using these resources.

The Joint Committee on Ethnic and Minority Affairs (CEMA) and E&T Subcommittee, chaired by **Sabrina Volpone**, has the following goals:

1. Continue working with CEMA to strengthen the formal CEMA mentoring program, particularly by developing mechanisms that can help evolve the relationships between mentees and mentors.
2. Continue working with CEMA to grow the formal CEMA mentoring program and ensure all mentors that volunteer are utilized.
3. Partner with the Skills and Resources Subcommittee, as well as other related subcommittees (e.g., Online, International E&T), to exchange ideas that can strengthen our mentoring program goals.

This important joint effort has emerged to focus on creating a dialogue between students and faculty on the diversity of SIOP. The joint committee has managed a mentoring program for SIOP members, and is in the process of developing and implementing surveys for current mentors and mentees, as well as individuals who may wish to serve as mentors or mentees in the future. Please be on the lookout for these important surveys!

Robust and Reliable Research (RRR) Subcommittee, chaired by **Tine Koehler**, is aiming to:

1. Create and collate reviewing resources on SIOP's website.
2. Collaborate with external stakeholders (such as CARMA) to deliver reviewing workshops.
3. Identify and share with the broader SIOP community potential reviewer incentives that will encourage good reviewing practices and/or individual investment in training to be a better reviewer.
4. Develop a *TIP* article on the RRR competency model in order to introduce it to the broader SIOP community.

The RRR subcommittee has emerged due to a need for better resources for continued education around robust research practices, particularly to help inform the reviewing process. This subcommittee has already developed several resources, including tools for anyone serving as a SIOP conference reviewer. Additionally, they have also delivered a reviewer bootcamp hosted by CARMA. The recordings from the bootcamp, which featured 3 panels with 9 highly established editors and associate editors, will be made available on CARMA's youtube channel, making it accessible to the general public. Attendees of the

reviewer bootcamp are able to receive a training certificate from CARMA, incentivizing participation and engagement.

The Skills and Resources Subcommittee is chaired by **Cristina Rubino**. This subcommittee is pursuing the following goals:

1. Continue to design and share the SIOP conference one-page guide/tips sheet for students.
2. Develop a strategic plan for networking skill-building activities and actual networking opportunities for students before and during the annual SIOP conference, including connecting with other E&T subcommittees & SIOP committees (e.g., Preconference Consortia, Visibility).
3. Partner with the Joint CEMA/E&T and other E&T Subcommittees to exchange ideas and develop initial plans regarding a broader mentoring program for students.
4. Continue to implement the internship open house official SIOP alternative session during the annual conference.

In order to help support student members in navigating the sometimes overwhelming conference program, the Skills and Resources subcommittee annually develops and disseminates a student-focused one-pager guide for the annual conference. Its third annual one-pager was received as useful resource for students at the conference. We also delivered the “From Student to Intern: Advice and Networking with Professionals” session at SIOP together with the Placement Center committee. They have contacted the Placement Center committee to gauge interest in working together to submit another session focused on student internships. Additionally, discussions with the Joint CEMA/E&T subcommittee have begun regarding a new mentoring initiative for students.

The Teaching Tools Subcommittee, chaired by **Thaddeus Rada-Bayne**, has the following goals:

1. Assist the GIT Task Force by refining the boilerplate I-O textbook chapter, and other materials as requested.
2. Communicate to the SIOP community about teaching tools by building the TeachIO Facebook group to engage instructors.
3. Continue to develop the online presence of SIOP's teaching tools by transitioning teaching tools information from the old wiki to the new section on www.siop.org. Update and populate this section with more teaching materials as needed.

In order to encourage more widespread inclusion of I-O psychology into more traditional Introductory Psychology courses, the Teaching Tools subcommittee has developed a template I-O chapter for the GIT Task Force, which then moved forward with the effort to secure a creative commons license for this content. This subcommittee has also been responsible for reviewing recent editions of several Intro/General Psychology textbooks to assess their current level of I-O coverage; these results were also shared with the GIT Task Force. Work continues on identifying ways to make the TeachIO Facebook group more robust, as well as the movement of resources from the Teaching Tools Wiki to the main SIOP site.

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Thanks to Marissa Shuffler, chair of SIOP's E&T Committee for sharing this information with us! She can be reached at mshuffl@clemson.edu.

Readers, as always, your comments, questions, and feedback are welcome! Loren.Naidoo@CSUN.edu.

TIP-Topics for Students: Transitioning Into an I-O PhD With a Master's Degree

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Keywords: master's, PhD, graduate school, transition

Deciding to go to graduate school in I-O is a major life decision for students, and immediately after making this decision, they are faced with another: Should they pursue a master's or PhD in I-O? For some students this decision is easy. They might not be interested in research or do not want to invest the time it takes to complete a PhD. Others might have a concrete career in mind that necessitates a PhD (e.g. a career in academia). But for many students, the decision between a master's or PhD might not be as clear cut. They might decide to start off in a master's program to find out if they want to continue to a PhD, or they might decide to return to school for their PhD after starting their career in I-O.

In this column, we will offer advice on what factors students should consider when deciding which path to take, what they should look for in master's programs, what types of experiences they should seek during their master's, and what can ease their transition into a PhD. This column also features four individuals who completed their master's before pursuing a PhD in order to illustrate the different paths that can lead to a PhD. We spoke with **Dr. Charles Scherbaum** (Professor, Baruch College), **Dr. Louis Buffardi** (Emeritus Faculty, George Mason University), and **Dr. Nikki Blacksmith** (Research Fellow, U.S. Army Research Institute; Adjunct Instructor, American University). In addition, three of us (i.e. Jenna, Brad, and Stefanie) completed a master's before starting a PhD, which allows us to offer some insight and share our experiences.

Different Paths to a PhD

There are many reasons why students may pursue a master's before a PhD. For example, many undergraduate institutions do not offer any coursework in I-O, which can make students hesitant to commit to a PhD in I-O. Pursuing a master's first can provide them with insight into the field without the five or more year commitment of a PhD. Some students' academic background might also not be competitive enough to qualify them for a PhD after earning their Bachelor's. Enrolling in a master's program gives them a few extra years to bolster their PhD application. In this section, we will feature the stories of four individuals who earned a master's before pursuing a PhD in I-O. We hope that these stories might resonate with some students who are unsure what path they should take or whether they should return to school for their PhD.

Jenna knew since she was an undergraduate student in psychology that she wanted to eventually earn a PhD, but her life circumstances prevented her from pursuing one right away. When she decided to apply to graduate programs, her husband was a member of the Air Force, and had just taken a 2-year term position in New York for his first post-active duty job. She was unsure if they would be living or working in the area for the 5 years it would take to complete a PhD, which is why she decided to enroll in a master's program. Jenna also desired the job opportunities that would be open to her as a result of having a master's degree in I-O versus the job options available to students who hold only a bachelor's in psychology. She is now in her first year of her PhD in I-O after successfully completing her master's this past spring.

Brad earned a master's in clinical psychology before joining a PhD program in I-O. He started with a master's because he was not completely sold on clinical psychology, and he did not want to make a five-year commitment to a PhD to only then find out that he did not like the field. After a couple months into his master's, he quite liked what he was doing, and then wanted to make himself the best possible candidate for a PhD. However, after doing research and applied work in clinical psychology, he ultimately decided that the field was not a good fit. However, from working with his therapy clients he became interested in just how many mental health issues seemed to stem from the workplace. He remembers thinking: "Man, someone should really do research on the relationship between work and stress!" He started to look into it and found an entire field of Psychology that examines this. He bought an intro to I-O textbook, read it cover to cover, and applied to PhD programs in I-O the following fall. He has been happy with his decision ever since.

Dr. Blacksmith had a successful applied career after earning her master's in I-O, but she eventually decided to pursue a PhD. She initially went for a master's because she knew little about I-O and thought that she wanted to go applied. She was hesitant to commit to a PhD without having taken a course in I-O before. The only reason she knew about the field was a talk to psychology majors about I-O during her undergraduate studies. She decided right after the talk that she wanted to go to graduate school for I-O, but she was slightly nervous about making a 5-year commitment to something she knew little about. A master's also aligned better with her career goals at the time. She was told that MAs go applied and PhDs go into academia, but she believes that this is no longer true because now organizations seek out individuals with doctoral-level training. A few years into her applied career, she decided to go back to school for her PhD: "A little bit of introspection taught me that doing research made me happiest in my career," she states. "I realized that I was more excited to get a paper accepted at a conference than I was about getting a big promotion." Dr. Blacksmith successfully completed her PhD and now works as a research fellow and adjunct instructor.

Similar to Dr. Blacksmith, Stefanie found out about I-O by chance, but she was also unsure if she was competitive enough for a PhD. She learned about I-O in one of her undergraduate psychology classes and went to SIOP's website to read more about it. She liked the field right away but was hesitant to commit to a PhD without having taken any classes in I-O. In addition, Stefanie transferred to her undergraduate institution in her junior year. She did not get involved in any research until her senior year and thought her research background was not strong enough for PhD programs. She decided to apply to master's programs in order to learn more about the field and to strengthen her application for PhD programs. After starting her master's in I-O, she quickly realized that she liked the field and wanted to continue doing research. She completed her master's and is now in her third year of her PhD in I-O.

Master's Versus PhD in I-O

The four stories might resonate with students who are unsure about whether they should pursue a master's or PhD in I-O. Dr. Buffardi recommends that undecided students should engage in serious reflection on what their goals are. Although the PhD naturally opens a few more opportunities, including academic jobs, good jobs do exist for master's-level I-O practitioners in most metropolitan areas. He also recommends that students should talk extensively with their advisors as well as more advanced graduate students and I-O alumni in order to get a good sense of the choices available to them. Dr. Scherbaum states that a master's is a good option for students who are really uncertain about which path they should take. Working in a research lab might be another experience that can be helpful in deciding whether a master's or a PhD makes more sense. However, pursuing a master's degree to simply learn more about I-O is expensive. Dr. Scherbaum recommends that students should visit SIOP's website and read I-O books in order to learn more about the field.

According to Dr. Scherbaum, getting a master's before pursuing a PhD has some advantages. Students with a master's in I-O have a bit of a head start. They should have more knowledge about I-O, and they should be accustomed to graduate-level work. Further, students with a weaker undergraduate record can use their time during their master's to strengthen their application for PhD programs. However, one of the main drawbacks of getting a master's first is that students will spend more time completing their graduate education. The classes they took in their master's program and their theses might not transfer. Depending on the PhD program, some students might have to start completely over.

Choosing the Right Master's Program

For students who consider eventually pursuing a PhD in I-O, picking the right master's programs can make a big difference. There are far more master's than PhD programs, and according to Dr. Scherbaum, there is greater variation in offerings and structure among master's programs as well. He recommends that students examine the faculty in master's programs before applying. Different programs have different staffing mixes between full-time and part-time faculty. This mix of faculty could impact the types of courses that are offered and the availability of research opportunities. Programs that also offer a PhD in I-O tend to have more full-time faculty and greater research opportunities.

George Mason's I-O program is one of the programs that offer both a master's and PhD in I-O, and both programs fully overlap. "Although the admissions are run separately, all incoming MAs will be in the same classes sitting next to the new PhD students throughout their 2 years in the program," Dr. Buffardi states. "Students get exposed to topnotch tenure line faculty and have a good sense of the level and expectations of such classes." The program also encourages master's students who are thinking about applying to PhD programs to get involved in faculty research teams in order to demonstrate their ability to thrive in a research environment. According to Dr. Buffardi, about one-third of their incoming master's students are vaguely considering going on for a PhD. Many of them quickly realize that there are many good job opportunities in the area that they would qualify for with a master's degree. Approximately 15% of their master's students transition to a PhD program. The majority of them stay at George Mason after submitting an application and being admitted.

How Master's Students Can Prepare for a PhD

One of the main benefits of enrolling in a master's before a PhD is that students have 2 additional years to strengthen their applications for PhD programs. All of the contributors to this column stressed the importance of students getting involved in research while completing their master's. Dr. Buffardi recommends for students who are interested in a PhD to focus on getting coauthorship on conference and

journal submissions. Dr. Scherbaum adds that students should get involved in independent research, such as completing a master's thesis.

Both Dr. Scherbaum and Dr. Buffardi also recommend that students should hone their quantitative and data analysis skills during their master's program. George Mason's program requires its students to take three quantitative courses, but Dr. Buffardi recommends that students should take as many advanced quantitative courses as possible. He adds that such credentials are useful not only for consideration by PhD admissions committees, but they are also important in landing the better master's-level jobs in organizations that value strong research skills.

Taking many quantitative courses can also help in offsetting a lower quantitative score on the GRE according to Dr. Scherbaum. On the other hand, students with lower scores on the verbal portion should do a lot of writing. Doing a thesis can be a way to produce a deliverable that can show students' writing skills. Dr. Scherbaum suggests that deliverables in master's classes can be work samples. He also recommends that students start transitioning into the role of a doctoral student while in their master's program. For example, participating in class is an important skill of being a doctoral student. master's students should also be able to explain I-O concepts to non-I-O people. This skill is particularly important when interviewing for PhD programs. Dr. Scherbaum said that many faculty evaluate master's students the same way as students with only an undergraduate degree, except during the interview. Faculty expect master's students to be more knowledgeable about I-O and conducting research.

Self-initiative is crucial when preparing for a PhD. Many of the experiences master's students can seek are not a mandatory component of their program. Brad was one of only two students who completed an optional thesis. Stefanie chose to enroll in doctoral-level classes while completing her master's in order to show that she can handle more challenging classes. Jenna recommends that students should aggressively seek out opportunities that will improve their application for a PhD program. Although she already had an internship and was in the middle of PhD applications, when she saw an announcement for a teaching assistant position, she immediately applied and had the job a few days later.

Transitioning Into a PhD Program

Having a master's can ease the transition into a PhD program. Dr. Blacksmith recounts: "The transition was a lot easier than my first time in graduate school! I was able to jump right in and start working on projects. My classmates probably thought that I was a bit crazy because I was having SO much fun!" Brad's transition into an I-O PhD with a master's in clinical psychology was smooth as well. He thinks that he had all the necessary skills in terms of conducting research, handling statistical analyses, and general work habits necessary to succeed in graduate school. However, he did feel a sense of impostor syndrome when he first took classes with more advanced I-O students, but the feeling soon dissipated.

The program culture can also make a big difference for how students experience their transition. A welcoming program culture is key, according to Dr. Buffardi. Many programs offer socialization opportunities outside of classwork. These can include welcome potlucks at the beginning of the semester or the assignment of a student mentor. Opportunities such as these can help ease the transition. Nevertheless, incoming students should proactively seek out advice and counsel from their fellow graduate students, advisors, and other program faculty. "Ideally the incoming student has gotten a sense of the program culture beforehand through campus visits and meetings with current students prior to making their decision on which PhD program to attend," Dr. Buffardi recommends.

Conclusion

Deciding whether to do a master's or PhD in I-O can be difficult. For students who are unsure which path to take, doing a master's first can give them insight into I-O and what graduate school is like. Students can still pursue a PhD later on, but the type of master's program they attend and the experiences they seek during it can make a big difference in preparing them for a PhD. A master's program provides students with at least 2 additional years of making their application more competitive, but self-initiative is key in order to make the most of this extra time. Getting involved with research and taking advanced quantitative courses during their master's are two examples of how students can make themselves more competitive for PhD applications. Even if students initially do not plan to go on to a PhD, it might still be worthwhile to engage in the types of activities that are relevant for a PhD. As Dr. Blacksmith's example illustrates, you might eventually want to pursue a PhD down the road. Further, these types of activities can also make you a stronger candidate for master's-level jobs. Thus, we believe that the advice that has been given in this column can be helpful for any student pursuing a graduate education in I-O, regardless of whether they intend to pursue a PhD or not.

We would like to thank our contributors for their willingness to participate and the advice they shared with our readers.

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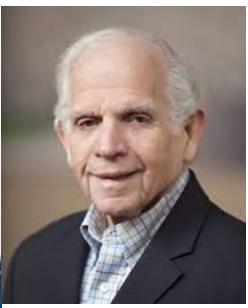
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Jenna-Lyn Roman completed her MS degree at Baruch College, CUNY in May 2018 and began her PhD studies at the Georgia Institute of Technology this fall. She is interested in work-family research with an emphasis on nontraditional workers and understudied populations (e.g., military families), as well as occupational health psychology and gender parity topics. Jenna would like to be a university professor specializing in work-family topics.

Ethan Rothstein is a PhD student at Baruch College and The Graduate Center, CUNY. Ethan obtained his BA in Clinical Psychology from Tufts University in 2013. His primary area of research has been the interface between work and family, but he has also conducted research on motivation, leadership, team processes, and occupational health psychology. After he graduates, Ethan would like to pursue an applied career in both consulting and industry.

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International Practice Forum Special Series
Industrial-Organizational Psychology Helps Heal the World (Part 5): Employment, Disability and the Role of Work Psychology



Lynda Zugec
The Workforce Consultants

Walter Reichman
Org Vitality

This issue continues our efforts to describe how Industrial-Organizational Psychology practitioners and academics are helping to heal the world by applying our discipline to improve the lives

of those who are underserved in our world. This article, contributed by Susanne Bruyère and Vicente Martínez-Tur describes some of the advances made in aiding persons with intellectual developmental disabilities to achieve a productive working life and contribute to the success of organizations that employ them. The article points to directions for continued practice and research in our field.

Employment, Disability and the Role of Work Psychology



Susanne M. Bruyère
Cornell University

Prof. Vicente Martínez-Tur
University of Valencia, Spain

People with disabilities are approximately 15% of the world's population or one billion people (WHO, 2011). People with disabilities are the world's largest minority, and most people will experience disability at some point in their lifetime. Rates of disability are increasing worldwide due to casualties resulting from conflict, the global increase in chronic health conditions, and the population aging. Therefore, it is imperative that I-O professionals think about how they might contribute to addressing these issues, particularly in the area of improving employment outcomes, which remains one of the biggest challenges in equitable participation in society and is critical to the well-being of every individual. Engagement in gainful and meaningful work is the right of every global citizen. Work affords economic independence as well as enhanced health, physical and mental well-being, and a sense of self-worth by providing an opportunity to contribute one's talents and skills to the economy and civil society more broadly.

Despite this fact, three-quarters of the current global population of working age individuals with disabilities (approaching 800 million) are significantly more likely to be unemployed or underemployed compared to those without disabilities. These disparities are the result of inequitable opportunities for educational preparation and access to job openings, and inaccessible environments and services, such as transportation, housing, schools, workplaces, and public services. The greatest barrier to inclusion for individuals with disabilities, however, is the continuing inaccurate perceptions and resulting pervasive bias about the capability of these individuals and their right to full participation in all facets of civil society. Among those historically most often compromised by these negative stereotypes are people with intellectual and developmental disabilities, which is the focus of this article. We discuss efforts and perspectives from the U.S. and Spain.

U.S. Efforts to Improve Outcomes for Individuals with Intellectual Disabilities

In the United States, approximately 36% of working age people with disabilities are employed, compared to 79% of Americans without disabilities (Erickson, von Schrader, & Lee, 2018). This translates to a significantly lower average household income rate and higher poverty rates for people with disabilities in the U.S. People with intellectual and developmental disabilities fare even more poorly, with approximately 15% in paid work in the community (Institute for Community Inclusion, 2012). The preponderance of people with intellectual disabilities are in unpaid facility-based activities or facility-based work that is under minimum wage in pay. Although there is now an effort by the United States government to remediate these inequities with changes to what is acceptable day programming and paid employment for individuals with intellectual disabilities, individuals to date have not received equitable opportunities for training and work experience that prepare them for this kind of transition.

One effort to address these historical disparities for individuals with disabilities in the United States are the Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) funded by the U.S. government. This is a program that provides initial seed grants to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities (see <https://www2.ed.gov/programs/tpsid/index.html>). This program is designed to provide academic enrichment to students who previously have not been afforded this opportunity, including socialization on college campuses. They afford structured activities that cultivate independent living and self-advocacy skills, and opportunities for integrated work experiences and career skills development that will lead to gainful employment. Higher education institutions funded must move their programs toward self-sufficiency over time, identifying alternative sources of funding from the home institution or related community organizations that provide services and supports to individuals with intellectual disabilities. The model has proven quite effective to date, with 48 projects currently federally funded and 207 programs listed in College Search.



Because of the success of these projects, more modest models without the benefit of the federal seed grants are beginning to flourish throughout the country, and one such effort has blossomed at Cornell University. The Cornell University Public Service Center (PSC) initiated a partnership in 2014 with the local Tompkins-Seneca-Tioga Counties Boards of Cooperative Educational Services (BOCES) to initiate an on-campus experience for six to eight young adults with intellectual and developmental disabilities from this local school district. The focus of the program has been to promote dynamic career exploration afforded by the diverse work environment of the Cornell campus, skills building, and mentorship by Cornell University students. Students attend specially designed career skill building classes twice a week on the Cornell campus and are mentored by Cornell students as they learn work tasks in various settings such as grounds keeping, animal care in the vet school, and housekeeping and dining services in the on-campus hotel and restaurant, and support services for scientific laboratories.

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In the second year of the program, a new facet was added to further students' opportunities to build self-confidence, self-esteem, problem-solving skills, as well as gain physical strength and have fun while challenging themselves. The Cornell Outdoor Education Program asked if it could join the effort and provide the students with a climbing experience. The program launched in 2015 with the support of the K. Lisa Yang and Hock E. Tan Institute on Employment and Disability and continues today (Bruyère, Aiken, & Biatowas, 2018).

PSC and BOCES program organizers report

that this facet of the program continues to be the element of highest interest and enthusiasm of the students. They report increased confidence and sense of self-efficacy. An additional unanticipated beneficial outcome of these efforts has been the avid enthusiasm of the Cornell University students who have supported the BOCES students in these efforts across the 3 years to date. The experience in supporting the young students with intellectual disabilities in this experience, has enriched Cornell students' understanding of the capability of the BOCES students but also instilled an enormous sense of pride in contributing to their accomplishments in learning how to climb the wall. A video portrayal of this experience captures these outcomes and can be viewed at:

<https://www.youtube.com/watch?v=FsSYb7S3DKw&feature=youtu.be>

An Experience From Spain: Improving Social Inclusion Through Autonomous Teams¹

Estimates indicate that 460,000 people in Spain have an intellectual disability. Of them, 60% ($N = 277,472$) seek and receive support and have official recognition of their disability (IMSERSO, 2016). As in the rest of the European countries (<http://goo.gl/2HIY3W>), people in Spain with an intellectual and developmental disability (IDD) experience a lack of inclusion in their local communities due to excessive institutionalization, overprotection by their families, and low employment levels. Different governments in Spain have developed services and laws that try to guarantee support, avoid discrimination, and stimulate the social inclusion of people with disabilities. One particularly noteworthy characteristic in Spain is the very active role of the civil society. The nongovernmental organization (third sector) called "Plena inclusion," with more than 50 years of history (<http://www.plenainclusion.org>), represents more than 140,000 people with IDD in Spain. This organization provides support and services through the contributions of 40,000 professionals, 8,000 volunteers, and 900 associations across the country. Working at national and international levels, this organization strives to achieve a better society (fair and supportive) as the adequate *breeding ground* to achieve its main goal: the full inclusion of people with IDD, which means that every person with IDD would have his/her own life project and be able to participate in the social life like the rest of the citizens. To reach this goal, one relevant action taken by this organization is the transformation of services, focusing the attention on the service user, providing personalized support, and maximizing the opportunities for social inclusion.

In this context, "Plena Inclusión," the State Research Agency in Spain, and the University of Valencia co-operate in a project where I-O psychology plays a central role. We designed and tested an intervention that focuses on the implementation of projects to enhance the self-determination, social inclusion, and

employability of persons with IDD through the creation of autonomous teams composed of professionals, family members, and persons with IDD. These types of teams facilitate cooperation among relevant individuals (professionals, family members, and persons with IDD). Previous research efforts have identified significant gaps between family members and professionals. In general, findings showed that family members are less engaged in promoting an active and independent life for their relatives with IDD than professionals are (e.g., Zhang, Katsiyannis, & Zhang, 2002; Zhang, Wehmeyer, & Chen, 2005). However, effective programs to enhance self-determination and social inclusion require coordinated efforts between professionals and family members (Martínez-Tur, Estreder, Moliner, Gracia, Pätraş, & Zornoza, 2018). Powers et al. (1996) indicated the existence of relevant obstacles in family members, such as uncertainty about the strategies to be used and risks associated with the independent living of their relatives with IDD. Working in autonomous teams is the appropriate context for coordinating the individuals and involving the family member as a relevant stakeholder in order to facilitate the successful implementation of projects that stimulate the social inclusion and employability of persons with IDD. Moreover, the autonomy underlying autonomous teams is at the core of well-consolidated approaches and theories due to its positive effects. According to self-determination theory (Deci & Ryan, 2000), autonomy is a means to satisfy basic human needs (autonomy, competence, and connectedness) and increase motivation (Nelson, Della Porta, Bao, Lee, Choi, & Lyubomirsky, 2015). It is evident that the need for *autonomy* is satisfied in our teams because the autonomous team creates an environment that stimulates a sense of choice and free will. Autonomy also promotes the satisfaction of *competence* needs because members of autonomous teams are capable of managing their own behaviors. Finally, *connectedness* is satisfied because the autonomous team facilitates interaction among its members. Therefore, autonomy creates the appropriate environment to motivate participants in implementing projects to improve the social inclusion of persons with IDD.



A total of 59 sheltered workshops for persons with IDD participated in the experience. In these types of centers, the job of the PID is supervised, and the final goal is the incorporation of persons with IDD into the labor market. All the centers were affiliated with "Plena Inclusión," the aforementioned NGO located in Spain. In each participating center, at least one autonomous team was created with the participation of two professionals and two families. A person with IDD and one of his/her relatives (the one who had more frequent contact with the center) represented each family. Professionals and families were selected randomly. For each autonomous team, one researcher played

the role of facilitator following a standardized procedure. He/she provided an initial half-hour speech to introduce the rationale of autonomous teams and the objective to improve the self-determination and social inclusion of persons with IDD who participated in the team. After this speech, teams were free to decide on the project to be implemented. They had 2 hours to create a plan to improve the self-determination skills and social inclusion of persons with IDD. Family members were considered members of the center with regard to the project. They then executed the plan during the next 8 weeks. Plans designed and executed by the teams were based on different topics (e.g., participation of persons with IDD in volunteer activities; participation of persons with IDD in the design and commercialization of products), but all of them had the stimulation of social inclusion as their common concern. We carried out three measures in which we asked the family members about the inclusion of their relatives with IDD: before

starting the project and 4 and 8 weeks after the meeting where the team decided to execute the plan. Initial evidence indicates that social inclusion improved after the intervention, compared to a control group. In addition, projects were uploaded to an electronic platform of “Plena inclusion” in order to share and facilitate knowledge management within the NGO. In sum, the creation of autonomous teams, as an intervention associated with I-O psychology, had promising results in stimulating the social inclusion of vulnerable people such as those with IDD.

In Closing

As articulated at the start of this article, people with disabilities are a large part of the world’s population and yet one of its most ignored groups in terms of equitable opportunity for health and human services, education, employment, and equal participation in society. To address these inequities, the United Nations Convention on the Rights of People with Disabilities (UNCRPD) was adopted in 2006 and came into effect in 2008. The Convention followed decades of work by the United Nations to change attitudes and approaches to persons with disabilities. It reaffirmed the movement from viewing persons with disabilities as “objects” of charity, medical treatment, and social protection toward viewing persons with disabilities as “subjects” with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.

Work-focused psychology practitioners and academics have a significant role to play in contributing their time, talents and energy to working side by side with individuals with all kinds of disabilities to address these inequities. They can do so by educating themselves in the issues and the disparities that exist within their countries, learning about legislation such as the UNCRPD and that of their own respective locale that afford protections for these individuals, and identifying areas that they would like to lend their expertise. Because economic independence is in large part dependent on ability to access employment, a focus on assisting individuals to equitably access jobs is a significant area to contribute I-O psychology expertise. Assisting with the design, implementation and evaluation of local training programs, and facilitating entry to integrated employment settings, are skills that I-O psychologists readily possess. Applying these skills toward the humanitarian focus of full participation of individuals with disabilities in society is a worthy application of this expertise.

Do you know of someone who is using I-O psychology to heal the world? WE NEED YOU AND YOUR INPUT! We are calling upon you, the global I-O community, to reach out and submit your experiences for future columns. Give us your insights from lessons learned as you help heal the world.

To provide any feedback or suggestions on the International Practice Forum, please send an email to the following address: lynda.zugec@theworkforceconsultants.com

Notes

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**The High Society:
How to Write a Review that Lets Everyone Know How Awesome You Are**

**Nathan T. Carter¹
University of Georgia**

A highly important part of the review process is to serve as a check and balance on the quality of scientific research and the veracity of the claims made by the investigators. But even more important to this venerated process is that everyone knows just how awesome and smart you are. So here is a list of things you can do to let editors and the authors of the paper you're reviewing know just how much better you are than them.



1. First, and perhaps most importantly, NEVER consider that the author might be a graduate student submitting their first paper, and just proceed to rip them a new one! Again, don't mistake this for giving clear advice, because how could you do that when everyone is so much less intelligent than you? They probably wouldn't even understand it. Punch down. Hard.
2. Write a really, really long review. The more bullet points the better. Sub-bullet points and sub-sub-bullet points count double and triple (respectively)!
3. Use the word "theorizing." A lot. As in, "You need to do more theorizing about _____," but don't be specific. Everyone will be in awe that you really understand how to "theorize," even if the comment doesn't make sense!
4. Are the authors using an advanced method?
 - a. Make sure to point out every potential misstep the authors could have made and use a LOT of technical jargon so that the action editor thinks "I don't want to deal with this," and rejects it.
 - b. Never give a clear path to how the authors could convince you it was done correctly. On the other hand, if someone does a classic ANOVA or regression, don't even question it. We all know those assumptions are never really met anyway, right?
 - c. Be sure to ask why they didn't just do an ANOVA, t-test, regression, or correlational analysis. Who cares about modeling the data appropriately when it challenges you to learn something new?
5. Suggest citing your own article even if the outcome and/or proposed causal mechanisms aren't the same at all. It's even more effective if you act indignant about the fact that it was not cited.
6. Be sure to recommend rejection to any study that does things differently than you would do it. Because there's definitely always a "right" way to do things in science. Have a pet theory that your work is based on? Well, recommend rejection if the authors invoke a competing theory. Are there five different theories in the field and the authors only discuss two, leaving your fave out? Make a big deal about it and imply that the authors are dumb.
7. Finally, and this is important, be sure to say things like "I may have missed it," when you actually just didn't read the article very carefully. Who has the time when you're just so busy being brilliant?

To summarize, being difficult and unreasonable is perhaps the best way to signal competence. If you were understanding and helpful how would everyone know how dumb they are relative to you? How else are you supposed to make yourself feel superior? I hope these suggestions have been helpful and constructive. (Oh, and you could say that too when you're clearly being a jerk in the rest of the review.)

Note

¹ All opinions are mine, and are not those of my colleagues or students, whom are much better people than I. Hate mail can be sent to my surprisingly still active email at carternt@yahoo.com or posted anonymously on various reddit forums (if you're cool).

On “New” Personality Types: An Industrial, Work, and Organizational Psychology Perspective

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To much media fanfare, a recent article presented findings proclaiming the discovery of four “personality types” (Gerlach et al. (2018, <https://doi.org/10/gd8ds5>)). We consider the implications for industrial-organizational psychology science and practice. There is no compelling evidence overturning the scientific consensus that personality is composed of multiple continuous dimensions, not a limited set of discrete types.

Personality types are, again, in the limelight, having captured new attention from data scientists and the public. In September, Gerlach, Farb, Revelle, and Amaral (2018) published an article in *Nature Human Behavior* proclaiming they had identified four personality types that robustly replicated across 4 data sets. Its publication set off a media frenzy, with the authors’ university and major news outlets announcing this as a major breakthrough—for example, “Scientists identify four personality types” (Guarino, 2018), “Big data gives the ‘Big Five’ personality traits a makeover” (Smith, 2018), “These are the four big personality types, according to science.” (Ducharme, 2018), “Comprehensive data analysis dispels established paradigms in psychology” (Northwestern University, 2018a, 2018b), “These are the only personality types backed by science”(Stillman, 2018), among dozens of others (Daily Sabah, 2018; Dier, 2018; Duff, 2018; Holohan, 2018; e.g., Nauert, 2018).¹The publication of the Gerlach et al. article and the ensuing media frenzy had an immediate impact on us. First, as personality scholars, we were interested in the authors’ methods and conclusions. Second, we were left fielding emails, text messages, and phone calls from our collaborators, colleagues, scientists and practitioners, organizations, and test publishers. In this article, our goal is to assist other industrial-organizational psychologists make sense of this recent research and related developments.

To accomplish our goal, we accessibly describe Gerlach et al.’s methods and findings and how they fit with existing personality research. We also review the article’s relevance and importance for the I-O psychology community and address some frequently asked questions.

What were the goals of the Gerlach et al. article? Gerlach et al. sought to identify personality types in web-based self-report Big Five personality measures. They summarized their objective as gaining “insight into whether personality types truly exist” (p. 735).

What methods were used? Gerlach et al. used four publicly available datasets with responses from over 1.5 million individuals. They used an unsupervised machine learning clustering method (Gaussian mixture models) to identify clusters of people with similar Big Five scores. Traditional cluster-determination criteria suggested 13 clusters. However, clustering methods tend to produce spurious clusters, so Gerlach et al. compared the density of each of the 13 clusters (i.e., proportion of people belonging to each of the 13 clusters) with that of a null model based on randomized data. Only four clusters survived this density constraint. Two of these clusters were relatively consistent across the four datasets; the other two were observed in only three datasets.

What were the major findings? Using their newly developed clustering approach, Gerlach et al. identified 4 major clusters in five-dimensional (Big Five) personality space. These clusters represent combinations of traits

that are more likely to be observed than others. The *Average* cluster includes people near the mean (mean z between ± 0.60 standard deviations) on all Big Five personality dimensions, considered simultaneously. The *Role Model* cluster includes people low on Neuroticism (mean $z = -0.70$) but relatively high on most of the other Big Five (mean $z = 0.78$ Conscientiousness, 0.62 Agreeableness, 0.52 Extraversion). The *Reserved* cluster includes people low on Openness (mean $z = -0.77$) and Neuroticism (mean $z = -0.54$). The *Self-Centered* cluster includes people high on Extraversion (mean $z = +0.70$) but low on Openness (mean $z = -0.75$), Agreeableness (mean $z = -0.56$), and Conscientiousness (mean $z = -0.44$). Within each cluster, there was substantial heterogeneity in levels for each of the Big Five traits. As the relatively small differences in z values indicate, the four clusters were all quite close to each other in personality space, with the centers of all four clusters within ± 1 standard deviations from the mean on all of the Big Five.

Were new personality types discovered? Personality's multidimensional space is lumpy. The Big Five personality dimensions (and their narrower aspects and facets) are correlated to varying degrees (Davies, Connell, Ones, & Birkland, 2015; DeYoung, 2015; Digman, 1997). The consequence of these intercorrelations is that some trait combinations are more likely than others—for example, more people will be high on both Conscientiousness and Agreeableness than high on Conscientiousness but low on Agreeableness.² That some personality trait configurations are more common than others is already well-known (Ones, Wiernik, Wilmot, & Kostal, 2016). In the industrial-organizational psychology literature, many measures have been developed and applied that capture people's similarity to these high-density configurations. For example, Integrity tests assess a configuration of high Conscientiousness, high Agreeableness, and low Neuroticism (Giordano, Ones, & Viswesvaran, 2017; Ones & Viswesvaran, 2001), and Narcissism measures capture a configuration of high Extraversion but low Agreeableness (O'Boyle, Forsyth, Banks, Story, & White, 2015). These measures are called *compound personality scales* and are among the most widely assessed personality scales in practice (Connell, Ones, & Hüscher, 2018).

Do personality types exist? Demonstrating that personality forms "types" requires identifying unambiguous characteristics that indicate differences in *kind*, in contrast to dimensional characteristics that describe differences in *degree*. For personality to function as "types," members of different classes (e.g., Type A versus Type B) must have clearly distinct levels on a trait or cluster of traits, with little overlap between groups. Decades of personality research have found that personality traits do not work this way—people's personalities are best understood as profiles of high, moderate, or low (continuous) levels on a variety of continuous dimensions (e.g., the Big Five; McCrae & Costa, 1989). Indeed, the last bastions of types in personality theory have recently fallen (e.g., see Wilmot, 2015, for Self-Monitoring; and Wilmot, Haslam, Tian, & Ones, 2018, for Type A), with data clearly supporting dimensional interpretations over discrete personality types. The basic units of personality are continuous traits, a fact undisputed by Gerlach et al. The density clusters identified by Gerlach et al. overlap substantially in their Big Five trait levels and cannot be interpreted as discrete types. Rather than "types," they are better as described as "lumps in the batter" of personality traits (William Revelle, as quoted in Ouellette, 2018). Any scheme that places individuals into a limited number of clusters (e.g., 16 types in the Myers-Briggs Personality Type Indicator) necessarily breaks continuous personality dimensions into discrete units and therefore loses valuable individual differences information.

What are the implications for scientists who measure personality in their studies? There is no scientific support for abandoning dimensional personality measurement in favor of using types in research. The pan-hierarchical five factor model provides an integrative taxonomy of traits at all levels of the personality hierarchy (Stanek & Ones, 2018) and can help scientists better select and use appropriate dimensional personality measures.

What are the implications for practitioners who use personality assessments in organizations? Many practitioners who contacted us wondered whether they should incorporate Gerlach et al.'s four "types" into their assessments. We do not see much value in this—for example, there is little to be gained by declaring a person is "average"—most people will fall into this cluster. Any decision based on personality density-cluster membership ("type") is bound to lose highly valuable predictive information about the constituent traits. However, direct dimensional measures tapping compound personality traits may be useful for organizational applications (e.g., self-centeredness, a compound trait similar to one of the Gerlach et al. clusters).

What are the implications for personality publishers and consultancies? Most companies offering personality assessments have much larger test-taker databases than those used by Gerlach et al., with responses from hundreds of thousands, if not millions, of people. These data are a rich resource for identifying multidimensional personality density distributions. Publishers and consultancies can apply computational approaches similar to Gerlach et al. to explore the nomological networks of their measures. If clusters similar to those described by Gerlach et al. emerge, publishers and consultancies can explore whether cluster membership predicts work-relevant variables. In doing so, it is critical to remember that differences among individuals are ones of degree and not type!

If readers of this short note have additional questions about Gerlach et al.'s research—or more generally personality types—please let us know. We hope to compile the above and other questions into an expanded FAQ resource. Deniz Ones may be reached at deniz.s.ones-1@umn.edu, and Brenton Wiernik may be reached at brenton@wiernik.org.

Notes

¹ For more nuanced or critical perspectives in popular outlets, see pieces published in *Psychology Today* (Hutson, 2018), *Live Science* (Pappas, 2018), or *Ars Technica* (Ouellette, 2018).

² Density patterns become even more complex if we make finer attribute distinctions by considering more specific personality aspects and facets. In this case, we would examine the distribution of people in N -dimensional space.

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Working for the United Nations: Perspectives of Early Career SIOP Members

Lise Saari and Daniel Maday

Introduction

Over the next several *TIP* articles, the SIOP UN team is proud to present perspectives from I-O psychology professionals who have worked with the UN and shared their inside perspectives with us. This first issue will focus on students and early career individuals who have interned or volunteered for the UN. In future articles, we will also interview some volunteers and more mid-career level UN employees and collaborators.

Although we only asked three questions to this issue's interviewees, we were delighted to see two familiar yet different takes on work with the UN. Of our interviewees, Omar Imran worked in the testing and examination section of the UN Office of Human Resources Management (OHRM). **Katja Maria Luostarinen**, meanwhile, worked with the strategic planning and staffing team, also in the UN OHRM.

The first question we asked our interviewees was to ***tell us a bit about their work or a particular project while at the UN***. Here's what they had to say.



Omar Imran: I interned at UN headquarters in New York from February through August 2017 while completing my master's degree in I-O psychology at Baruch College. I was in the UN's Examination & Testing Section within the Office of Human Resource Management. My main role was item writing, item review, test building and post item analyses, as well as coming up with new ideas and procedures to enhance the overall assessment process. My team valued research-based initiatives and innovation. I even came up with an idea for a new project that I lead. The project was analyzing items that performed poorly in the post test analyses and theorizing why these items performed the way they did. This involved analyzing the items across tests and years to find any overlaps in wording, content, difficulty, length, etc. For example, including the supervisor in an item can especially affect responses in high power distance cultures. From the theories derived from this analysis, I updated the dos & don'ts list to item writing and rewrote the poorly performed items to account for the theorized reasons so they could be used for future tests. While at the UN, I was also involved in other aspects of I-O psychology such as conducting job analyses and being a part of the overall selection process. My team always challenged me to learn and do new things and made sure the work that I was doing was worthwhile. They made the work relevant to my passions and seeing the results of my hard work was a satisfying accomplishment.



Katja Maria Luostarinen: I worked in the strategic planning and staffing team in the HR department, starting during the pilot of a new selection system. Starting with the POLNET job family my team expanded to the other job families as well. During my 3-month term, I was involved with the whole selection and recruitment process, from initial sourcing to eventual hire. Reflecting on my time there, the thoroughness of the process leveraged the best practices I learned through grad school. The bulk of my work was moving applicants through the process on various fronts like language skills, and other KSAOs. My interaction also included a lot of applicant interaction including HRIS tracking, interviews, and updates on their applications. I also worked on a gender distribution data analysis gathering data from the last 3 years. I analyzed gender distribution across various hiring stages, by gender, and through the lens of other applicable variables as well. Based on this data, I identified what key issues are related to gender parity, which matched the Secretary General's initiative to improve gender parity gaps in the application process and job variables.

We then asked Katja and Omar for ***advice they had on others interesting in working with the UN***. They offered a few remarks on their experience and how to get connected.

Omar: The United Nations is the most diverse organization in the world. You will be working with people from all walks of life. The best thing you can do when joining the UN is to have an open mind and be prepared to learn many new things. Ask a lot of questions and take on initiatives. Look for new ways to help the organization progress. The environment is always welcoming, and you will always feel a part of the organization.

Katja: I highly recommended the UN's attention to detail, presence, and best in class human capital practices along with their respect for other IOs and professionals there. I was surprised how relaxed the HR department was; people were jovial and joking with casual attire though this may vary by team. Consequently, if you want to work in a narrow scope, the UN is a great fit; however, it's not the best for a prospective generalist.

For those looking to apply to positions, language skills (I'm fluent in French) were a big plus on the application. With regards to fit, much of the work is process oriented and individuals will not always have a view of what is happening overall. Also, you should keep up with the world news and political events, particularly with UN mission deployments and priorities to have a better idea where their personnel and programming needs are."

Finally, we inquired ***what about how their experience with the UN shaped their development as an I-O***.

Omar: Working at the UN has helped develop me as an I-O psychology professional in many ways. By working alongside other I-O psychologists, I was able to learn new concepts, procedures and software, especially in psychometric analysis. From SPSS to Winsteps, working at the UN was my first exposure to building tests and analyzing the results. I was able to learn a lot at the UN that has helped me grow professionally and that I use in my current work at the examination unit for New York City. By having a helpful team in a wonderful organization, I was able to practice and gain I-O knowledge at the UN that has made me more well rounded.

Katja: One of my key learnings was the importance of creating a solid process. Having a transparent, transferable process that is clear to others helped in the recruitment process, aiding in interdepartmental communication and engaging with clients. Creating accompanying communication structures has helped in my current role of HR manager at a FinTech start up. It also prepared me to work on a diverse team and remotely with other global partners as well.

We hope that you have enjoyed this first installment of our interview series on I-O psychologists in the UN. Already, we can see the diverse set of people involved at the UN and the wide range of I-O psychology expertise that is in use and needed every day there. Indeed, there are plenty of opportunities whether you are still in grad school, looking to volunteer outside your career, or even would like to work for the UN directly.

We'd like to extend our thanks to both Katja and Omar for taking the time to talk with us and share their perspectives!

The SIOP UN Committee is supported by the gracious efforts of the following committee members, interns, and emeritus volunteers: **Lise Saari, Julie Olson-Buchanan, Aimee Lace, Dan Maday, Deborah E. Rupp, Drew B. Mallory, Ines Meyer, John C. Scott, Lori Foster, Mark Poteet, Mat Osicki, Nabila Sheikh, Stuart Carr, and Walter Reichman.**

Update From Washington: 2018 Election Fallout

As anticipated by a majority of polls, Democrats took back the majority in the House of Representatives, and the Republicans made gains in the Senate in the mid-term elections on November 6. With the House and Senate moving in opposite directions, the elections defied a simple takeaway message. Americans appeared more polarized along party lines than any time in modern history. With many moderate Republicans losing in the House and several moderate Democrats losing in the Senate, finding areas of common ground may be even more difficult in the next Congress as the House and Senate set up dueling agendas in the months ahead.

With a divided Congress beginning next year, the House is widely expected to use subpoenas, oversight hearings, and investigations to examine issues in the White House and among the federal agencies. In addition, with its expanded Republican majority, the Senate is expected to focus on confirming federal judges, newly nominated political appointees, and replacement Cabinet officials, such as a new Attorney General. An additional complicating factor is that as many as nine Senate Democratic members have shown an interest in running for president. However, beyond these individual pursuits, there will also be a focus on what areas of bipartisanship exist.

A Democratic majority will be new territory for both sides in the House. All but four of the previous chairs the last time the Democrats were in the majority are no longer in Congress. Similarly, two-thirds of the remaining Republican House Members have never been in the minority. Some initial topics in the House and Senate in which both the Democrats and Republicans have cited interest include healthcare, specifically reining in prescription drug prices, and infrastructure, although each party has a different notion of how much new public funding would be necessary for this. In addition, new energy projects, cybersecurity, and threats posed by international competitors, such as China, are also expected to be areas of bipartisan concern. Each of these legislative interests affect industries and economic sectors which are much broader than the research and education communities but will have direct impacts nonetheless.

With respect to science, one of the chief concerns for the research community will be to rebuild some of the key champions who will vacate committee posts, who lost in swing districts, or who participated in bipartisan caucuses around top issues (e.g. almost half of the House climate caucus Republicans lost). Science champions such as Commerce, Justice, Science Appropriations Subcommittee Chairman John Culberson (R-TX) and House Science Research and Technology Subcommittee Chairwoman Barbara Comstock (R-VA) lost their races along with champions such as Rep. Randy Hultgren (R-IL), Rep. Kevin Yoder (R-KS), and Senator Bill Nelson (D-FL). Still, there are several new members with science backgrounds, and champions often emerge in situations such as these, which could create new opportunities for bipartisan compromise.

Lame Duck Session

At the time of this writing, there are only a few days until the current fiscal year spending resolution expires, and congressional leaders have not signaled how much they intend to accomplish before adjourning for the year and ending the lame-duck session. The highest priority issue is resolution of the final seven appropriations bills, which include support for some federal science agencies, among others.

Earlier this year, the House and Senate approved funding for the military, Congress, energy and water programs, veterans' affairs, and a bill that covers labor, health, and education spending. These bills account for over 75% of funding for the government. The remaining spending bills, including legislation to

fund the National Science Foundation (NSF), NASA, and other science offices must be sorted out before December 8 to avoid a partial shutdown.

At the center of the debate is President Trump's determination to receive increased funding for a border wall, and it remains to be seen if the still all-Republican Congress can secure support for the wall from the Democrats in exchange for votes to finish FY 2019 funding before the new year. Another possibility could be a lame-duck deal on Deferred Action for Childhood Arrivals (DACA) in exchange for border wall funding. If no deals are made, the possibility of a partial government shutdown may be heightened based on the election results and a determination by both sides to be tough negotiators.

In April, SIOP submitted written testimony to the House and Senate Appropriations Subcommittees on Commerce, Justice, and Science, urging the Subcommittees to appropriate \$8.45 billion for the National Science Foundation (NSF), in fiscal year FY 2019. The testimony also conveys the importance and applications of social and behavioral science research funded through the Foundation. Lewis-Burke Associates LLC (Lewis-Burke) and SIOP will continue to monitor the situation and seek opportunities to engage on behalf of these and other crucial research programs as deliberations continue.

Implications for SIOP Advocacy

The new faces in Congress could bring even more interest in evidence-based policymaking, and SIOP and its federal relations partners at Lewis-Burke are poised to take advantage of this enthusiasm. Among the issues that are expected to be considered by the new Congress and federal agencies in the next term are federal workforce restructuring proposals, including the examination of actions by the Trump Administration to roll back telecommuting by congressional Democrats; the consideration of potential veterans workforce legislation and development of programs at federal agencies; the use of the science of team science for major funding opportunities at science agencies; the expansion of community policing; and addressing issues related to the future of work at the human–technology frontier. SIOP is continuing to form teams of experts with I-O intel to support Lewis-Burke-guided outreach to address these and other issues. Although legislation could be slow, SIOP is ready to work with congressional staff to inform their decision making, sign onto letters of support for legislation that aligns with our advocacy goals, and further solidify relationships with federal agencies interested in innovative workforce solutions.

In times of divided government, scientific societies can be at risk of being used by political actors to advance purely partisan agendas. Lewis-Burke will continue to work closely with SIOP leadership and GREAT to ensure the Society's input is expressly nonpartisan. To this end, GREAT Chair **Alex Alonso** collaborated with Lewis-Burke and SIOP leadership on the development of guiding principles to formally define the Society's main priorities for advocacy going forward. These principles will be leveraged to guide policy activities by SIOP leadership, such as the submission of testimony to congressional committees and the approval of letters of support for priority legislation.

SIOP leadership is also looking to take advantage of the 2019 Annual Conference's proximity to the nation's capitol with more advocacy-related content than ever, including discussions on how SIOP members can be more involved in the Society's outreach activities in Washington and beyond.

New Advocacy Area Working Group on the Technology-Enabled Workforce

SIOP has launched a new advocacy area on the technology-enabled workforce. The advocacy area is focused on advocating for the consideration of evidence-based I-O psychology as policymakers address

the various challenges and opportunities related to areas such as the impact of automation and new technologies on the workforce. Through the efforts of this advocacy area, SIOP can help shape policies to better integrate technology into the workforce and build an effective “workforce of the future,” an emerging priority for Congress and federal agencies.

The technology-enabled workforce advocacy area follows the same advocacy model as SIOP’s veterans transition advocacy area and the SIOP Policing Initiative. As with the other initiatives, the Advocacy Area is supported by a working group of experts convened by **Richard Landers** with deep understandings of I-O research and practice findings relevant to the future of work, including **Patricia Grabarek, Katina Sawyer, Tara Behrend, Ruth Kanfer, and Alexis Fink**. This Advocacy Area bridges SIOP’s capabilities and government relations expertise at Lewis-Burke Associates LLC (Lewis-Burke) to efficiently advocate for evidence-based I-O practices in the consideration of federal programs and policies in this space.

This work will build on recent efforts by SIOP’s government relations team, including signing onto a letter of support for the *Fundamentally Understanding The Usability and Realistic Evolution (FUTURE) of Artificial Intelligence (AI) Act of 2017* for the creation of an advisory council to consider policies related to artificial intelligence (AI) and its potential impact on the government, workforce, and the nation overall, and Dr. Fink’s connection with the National Institute of Standards and Technology (NIST) Global City Teams Challenge (GCTC) Education Cluster to encourage the use of I-O to aid local governments in implementing smart city concepts. Lewis-Burke and GREAT will continue to report on the progress of this and other advocacy areas going forward.

Interested in Supporting SIOP Advocacy?

Are you interested in learning about SIOP Advocacy? Don’t hesitate to reach out to Alex Alonso, SIOP GREAT Committee Chair, or **Bill Ruch**, SIOP Advocacy Lead. Be on the lookout for SIOP Advocacy Sessions galore at the 2019 Annual Conference in Washington, DC.

What's in a Tag? A Quick Primer on #SIOP19

**Paul H. Thoresen
SIOP Electronic Communications Committee Chair**

**J. Drake Terry
SIOP Electronic Communications Committee, Old Dominion University**

Use the #SIOP19 tag on social media for the upcoming SIOP conference. Hashtags used effectively leave important bread crumbs for others to follow to I-O psychology gold.



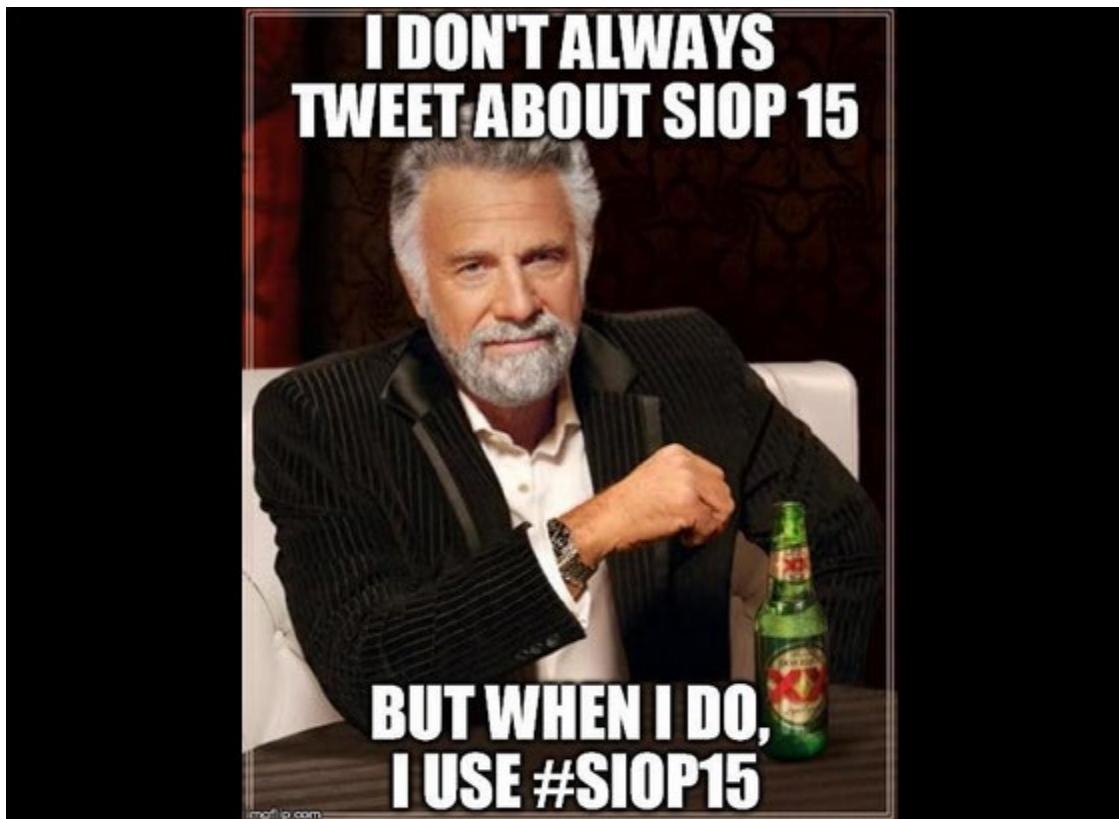
What is the big deal about using hashtags? People get encouraged to use them, and some people clearly use them a little too much. There are those on social media who almost never use tags and on the other end of the continuum those on social media who have fun trying to make up new ones on a frequent basis. But what is the purpose or the actual functionality of a hashtag? The functionality of a hashtag is to tie together all of the content with that tag into one news stream. They are more than just a "cool" thing that adds an aesthetic to your social media post.

How is a hashtag created? By the person who makes it! For example, for years the hashtag for the annual conference has been the letters SIOP followed by the two digits of the year. In the year 2012 the hashtag was #SIOP12 and the tag for the next SIOP conference is #SIOP19. As long as we have been on social media this has been the hashtag naming convention for SIOP.

Who determines what tag is the official hashtag? Well, when it comes to conferences, the conference organizer determines what the official tag is. If the Academy of Management (#AOM2012) or the Society of Human Resource Professionals (#SHRM18) have a tag for their conference, the society picks the naming convention. The Organization Development Network (#ODemergence) recently changed theirs from the fairly conventional association acronym followed by a 2 or 4-digit combination to their own new tag to reflect their 2018 conference theme. The HR Technology conference simply uses #HRTechConf every year for example.

Why in the world does it matter? Hashtags on social media platforms (Instagram, LinkedIn, Facebook, Twitter, etc.) hyperlink to content shared using the identical hashtag. Think of it as a Google search using quotation marks around your search parameter. So, when you use a conference tag, it instantly hyperlinks to what other people are sharing using that exact same hashtag. One difference between a typical Google search and a hashtag search is there is absolutely no fuzzy logic—what you type is what you get. Use a tag like #IOPsychology and that means you only get content using that tag and NOT content that used #IOPsych, or #OrgPsych, #WOPsych, #OccPsych, #BizPsych or any other derivation, unless a post used multiple tags in which case it will show up, but not for the reason you may have thought.

For a conference this becomes more important to use the search functionality of a hashtag. If we are at a great session and decide to quickly share key takeaways and a photo with the tag #SIOP19 then other people do a Twitter search for [#SIOP19](#) they find that information. For those at the conference, they can search quickly and easily by clicking on the tag. For those not at the conference they too can follow the conference without being at the event. Think of it as "*There can be only One!*" There is only one official tag so why spend precious time searching derivations of that tag?



Paul Thoresen @surveyguy2 · Apr 18

I don't always tweet about #SIOP 15, but when I do I use #SIOP15
siop.org/tip/jan15/pdf/... #IOPPsych @SIOPtweets



30



15



...

There seems to be a decent amount of confusion with what tag to use for the conference. Many people, especially those new to social media will use #SIOP2019. Guess what? That is not the tag for this conference. That is a tag for a conference by a paediatric oncology society, not a conference on I-O psychology. Sometimes this #SIOP2019 usage may be intentional as it does make sense since the year is 2019. Sometimes we are just moving fast and that is what comes out of us. Sometimes, we assume based on other conference naming convention (AOM, etc.) that it must be the way all conferences do it. But it is not the tag for the April 2019 SIOP conference.

The last couple of years more people on Instagram shared content from the conference using #SIOP with four digits rather than two. If you search #SIOP17 you receive 105 results, and #SIOP2017 yields 534 results. Now some of these are about an oncology conference. But, imagine if all SIOPers were

swimming in the same lane and everyone knew that to get results from our conference all you had to do was one search on #SIOP17 with no oncology results? 😊

A skeptical reader (e.g., especially one who is not on Twitter) may read this and determine it is not important. We get that. But according to the 2017 SIOP social media survey, “94% of respondents use social media, either personally or professionally.” (Armstrong, Poepelman, Thornton, & Sinar, 2017). Another skeptical reader may doubt that #SIOP2019 (or #SIOP2018 #SIOP2017, etc.) are not the “official” hashtags. We encourage you to search the official @SIOPtweets Twitter feed for #SIOP2019 OR #SIOP2018 OR #SIOP2017 OR #SIOP2016 from: SIOPtweets and so on you might get one or two hits. Then repeat the search for #SIOP19 OR #SIOP18 OR #SIOP17 OR #SIOP16 from: SIOPtweets. You will get hundreds of hits. You can conduct a similar search in the SIOP website. Just remember friends don’t let friends use #SIOP2019...

The screenshot shows a Twitter interface. At the top, there's a red header with the Twitter logo and navigation icons. Below it is a blue header with the hashtag #SIOP18. The main content area shows a tweet from the account @SIOPtweets. The tweet is from a user named "Bot-IO Says V2.0" (@DrCattell) and is 12 days old. It contains a profile picture of a man in a suit and text about a presentation by Thomas J. Bouchard Jr. at #SIOP18. Below the tweet are standard Twitter interaction icons: a reply arrow, a retweet icon with the number 1, and a heart icon with the number 0. A horizontal line separates this from another tweet. The second tweet is from the official SIOP account (@SIOPtweets) and is 13 days old. It features the SIOP logo and text about the Dunnette Prize Winner presentation, also linking to the same presentation. It has 1 retweet and 0 likes. Below this second tweet is another horizontal line, followed by the text "Screen shot of Whova stream (post conference)".

Twitter

#SIOP18

Bot-IO Says V2.0 @DrCattell 12d

RT @SIOPtweets: Watch Dunnette Prize Winner, Thomas J. Bouchard Jr.'s presentation, "Finding Out How Things Work" from #SIOP18 <https://t.co/bx7Rf2AOVf>

13d

Screen shot of Whova stream (post conference)

What Can You Do?

Use the hashtag #SIOP19 when posting relevant information on social media (even LinkedIn integrated the hashtag search back into their search parameters after removing it for several years). If you have

been on social media for a while, maybe help gently mentor the newbies. If you are presenting at the conference, make sure to use the tag leading up to the conference as well as during the conference. If you are attending but not presenting then use the tag by posting with it but also searching the stream for other interesting posts. Hopefully posts will also show up in your newsfeeds. If you are not at the conference, you have a free window into the event, and it is the next best thing to being there!

What Can SIOP Do?

Continue to make the hashtag visible, add it to conference graphics, share content from attendees, and continue to encourage presenters and attendees on social media to use #SIOP19.



If part of our goal is to spread the good word of I-O Psychology then let's make it easy, attractive, social, and timely (EAST). If our goal is to share science, then it is our obligation to break down barriers. Using one unified hashtag for the next conference can help in making I-O more visible and accessible. *Imagine if the next SIOP conference and I-O psychology were actually trending on social media because more of us are intentionally using the same tag of #SIOP19.*

Wondering What to Share Using the #SIOP19 Tag?

Obviously, you can share whatever you want using the #SIOP19 conference tag. However, if you are looking for a few tips, read on.

There will be differences by platform such as more professional shares for LinkedIn and more emphasis on photos on Instagram. A common post though is a photo with colleagues both well known and newly acquainted. This is also true if reuniting with classmates or former work colleagues. It would be common to tag the others in the photo (if they are on the same platform) so they too can comment or reshare if they want.

It is perfectly acceptable to promote your sessions if you are presenting. Some people might be uncomfortable with this, feel it is too self-promotional, or not want to brag. Get over it. Let people know about your own upcoming sessions as well as sessions you will attend.



Richard N. Landers @rnlanders · Dec 4

Machine learning, natural language processing, social media, data visualization and more... TNTLAB will be at [#siop19](#) with 12 presentations on various intersections between technology and IO psychology! Panels, symposia, workshops! [#iopsych](#)



TNTLAB at SIOP 2019 - NeoAcademic

we've had another banner-year in terms of SIOP activity, with 13 distinct events for SIOP 2019 all on the topic of technology in I-O Psychology!

neoacademic.com



7



19



Richard Landers #SIOP19

Share what you are learning at the event, what you enjoy, and what you wish were better. There is no need to only share positives though. If the room is full or the hallways impassable feel free to let others know! Consider it a PSA.

What some of us really enjoy about social media at conferences is shared learning. If you are in a session and the presenters are dropping truth bombs, share with others. This is even easier now on twitter with the increased character count from 140 up to 280. Snap photos (example [here](#), [here](#), and [here](#)) to go with the key takeaways to help others who may not be in attendance. Social media shares with an image are more likely to have higher engagement. If you are presenting a [poster](#), for goodness sakes help others know about it! And do not forget to have [fun](#) with social media.

For those who want to do “advanced sharing” there is always live tweeting. Basically, this is real-time sharing of what you are getting out of a session. This adds value for those reading the live tweets and you can thread it like Aaron Kraus does [here](#). As another example, [MPPAW](#) has recently added this to their monthly programs and done a fantastic job of it.

There you have a short rundown of ideas to share using the #SIOP19 hashtag. It is not an all-inclusive list. Should you want further ideas, reach out to the Electronic Communications Committee and we will be more than happy to help!

Special thanks to Andrew Collmus and Koen Smets for special request reviews and helpful suggestions.

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Armstrong, B., Poeppelman, T., Thornton, J., & Sinar E. SIOP Content Initiative (SCi) Task Force. (2017) How SIOP members are using social media professionally: Survey results. *The Industrial-Organizational Psychologist*, 55, 2.

We Want Open Science in I-O! ...Do We?

Vinay Patel and Joe Meyer
Louisiana Tech University

Open Science in I-O



What is science? Is it a conglomeration of gray-haired men and women swirling around questionable concoctions in a test tube, a group of gung-ho graduate students running statistics, or is it a practice aimed at achieving the “greater good”- whatever that is? These are all relevant reflections when considering the implications of what has been labeled as “open science,” or open-sourced scientific research.¹ There are many questions surrounding the idea of open science, and we aim to answer

a few of them. The major purposes of this article are threefold:

1. Aid in spreading the awareness of open science practices to give scientists and practitioners the knowledge to engage in them to solve issues that are prevalent within the field.
2. Gauge opinions from SIOP professionals on their attitudes towards open science and how I-O professionals can adopt/implement these practices.
3. Show our readers steps certain I-O professionals have taken to promote open science within our field.

We overviewed various sources finding some potential benefits and caveats of adopting open science. We then interviewed a handful of SIOPers on the subject and touched upon the current uptake of open science in the field. Finally, some recommendations are made for scientists, practitioners, and the general public alike.

Potential benefits:

- **Paid readership:** We’ve all been in this situation, you find the perfect abstract, but wait, just four easy payments of \$19.99 and you can access it. The current scientific publication model, as it stands, is one of the most profitable industries currently in existence (Buranyi, 2017). Open access would allow free access to researchers and practitioners alike.
- **Combatting the publisher or perish model:** Some are beginning to question the current model of publish or perish (Smaldino & McElreath, 2016; should quantity of publication determine the award of tenure, or should quality/impact be the primary determinant?)
- **Large collaborative data sets:** The mass sharing of information through the digital revolution has transformed society and has brought great changes in scientific enterprise. Scientists from around the globe can collaborate on data sets more effectively and with less restraint. To a considerable degree the natural sciences have adopted an open science approach in recent years, shall the social sciences follow? (National Academies of Sciences, Engineering, and Medicine, 2018)
- **Transparency and reproducibility:** Should science be conducted covertly? Open science calls for transparency in all stages of research. This can increase honesty in research practice, as well as make replication more viable. Questionable research practices (QRPs) are pervasive in research

culture and that open science approaches can inhibit them (Fiedler, & Schwarz, 2016; John, Loewenstein, & Prelec, 2012; Open Science Collaboration, 2015; Simmons, Nelson, & Simonsohn, 2011).

- **Preregistration:** Relative to the previous point, preregistration of studies (taken up by the *Journal of Business Psychology* and the *Journal of Personnel Psychology*) increases candor and adherence to the original methodological synopsis put forth by the researcher in all stages of the process: from hypothesis formulation to data collection. With a much clearer blueprint of methodology, successful replication may have a greater possibility. After all, we are in a “reproducibility crisis” (Banks et al., 2018; Open Science Collaboration, 2015).
- **Addressing the scientist–practitioner gap:** Many practitioners lose access to scientific journals once they depart from academia. This may curtail evidence-based practice and take them away from the “pulse” of the field. If practitioners were able to openly access journals, their practice will be more informed and grounded in science, possibly leading to further contributions in research and the field (Banks et al., 2018).
- **Not only the significant studies get published:** Preregistration combats against the current paradigm of only publishing significant studies, even false positives, as well as thwarting deceptive tactics, such as p-hacking and significance farming. There is much to be learned from a study that is not deemed *significant*, and what was the effect size anyway? (Simmons, Nelson, & Simonsohn, 2011)

Open science is not, however, without its limitations and caveats:

- **Costs and infrastructure:** The technology needed for researchers to adopt open science practices isn’t science-fiction, we have it; however, hosting and maintaining large amounts of data that can be easily accessed is costly. Furthermore, it has been argued that open science may further marketize research (Tyfield, 2013).
- **Less rigorous review:** Quick review in some open science journals does have its respective benefits; however, this may result in less rigorous review in published journals, and therefore possibly allowing QRPs into the journal, or less methodologically rigorous studies (Lancaster, 2016).
- **Privacy:** As I-O is inherently involved in organizational settings, researchers need to be heedful of potentially confidential information and proprietary knowledge when publishing open access research.
- **Payment where payment is due:** For a journal to operate, funding does need to come from somewhere, and no, it does not grow on trees. Some open science journals operate through generous donors and institutions; however, this model depends on sustained generosity; therefore, some framework needs to be established, especially with the loss of funding from training sources (Harnad et al., 2004).

Open science has gained a considerable backing in the recent years. Interest spans from the natural to psychological sciences. We now aim to outline the prevalence of two issues relevant to psychology in general, as well as industrial-organizational psychology, and to consider the benefits of adopting open science in I-O.

Reproducibility

There has been specific mention of marginal reproducibility percentages in the psychological sciences (Open Science Collaboration, 2015). Recent initiatives have attempted to gain an estimate of

psychology's reproducibility rate, finding it to be around 36% (2015). Similarly, it has been suggested that the average power of psychological research is approximately 36%, in harsh juxtaposition with the .80 standard of adequate power (Stanley, Carter, & Doucouliagos, 2018). Although no figures have been reported for industrial-organizational psychology specifically, it is likely the field is comparable to these figures. In response to the concern of reproducibility, numerous calls to action have taken place, including a track at SIOP 2017 dedicated to reproducible research (Horn, Stilson, & Vaughn, 2017). Additionally, SIOP's task force on a Robust and Reliable Science, aimed at examining the current climate of research, has specifically cited open science as an important consideration as the field moves forward (Grand et al., 2018). The authors' goals were to urge fellow researchers and practitioners in our community to engage in practices and efforts that are for the betterment of I-O sciences. Six recommendations were set forth, which were relevance, rigor, replication, accumulative and cumulative, open and transparent, and theory-oriented research (Grand et al., 2018). Considering the recent findings regarding reproducibility rates, the rising concerns of questionable research practices, and the specific calls to action in industrial-organizational psychology, the authors of this article advocate the implementation of open science in I-O to mitigate these issues. Reproducibility is integral to science (Nosek et al., 2015). Transparency in the methodology, procedure, and data analysis, for example sharing r code, allows researchers to construct similar experiments to reproduce results.

Questionable Research Practices

Ironically, considerable research has been done investigating questionable research practices (QRPs; Fiedler & Schwarz, 2016; John, et al., 2012; Simmons, et al., 2011). There is not a consensus regarding the prevalence of QRPs, however, it can most likely be agreed upon that they are an issue that needs correction. Fanelli (2009) conducted the first meta-analysis attempting to gain an insight into the frequency of QRPs, finding a pooled weighted average of 1.97% of researchers openly admitting to falsifying or modifying data, and up to 72% admitted to participating in "other" QRPs. Furthermore, up to 72% of researchers indicated they were aware of QRPs being committed by colleagues (Fanelli, 2009). Obvious limitations exist in examining QRP's, foremost is social desirability bias. Some have attempted to alleviate the issues of social desirability bias by incentivizing truth-telling (John, et al., 2012). In this case, 94% of researchers surveyed admitted to having done at least one QRP (John et al., 2012). Therefore, it can be concluded that QRPs play a significant role in research culture and can be seen as pervasive. To combat this, preregistration of studies (taken up by the *Journal of Business Psychology* and the *Journal of Personnel Psychology*) may increase candor and adherence to the original methodological synopsis put forth by the researcher in all stages of the process: from hypothesis formulation to data collection. With a much clearer blueprint of methodology, successful replication may have a greater possibility. It behooves researchers to provide the best possible chance for reproduction, and open science may potentiate this.

What Can We Do?

Bharati Belwalker (personnel administrator for the City of New Orleans) pointed out, changes do need to happen at a micro level, which could possibly ignite interest in the subject. This could lead to a

possible change in incentives (moving away from a reward system that does not lead to QRPs). She recommends taking open science up as an individual, a form of a grassroots movement, by conducting transparent, theoretically sound, methodologically rigorous, and ethical I-O research and practices. It could be simple, for example, if you have a poster accepted at SIOP, sign up to share your data, design, and so on. From there, word could spread. **Neil Morelli** (head of Selection for the Cole Group) discusses how open access can lead to “cross-pollination” and take our research to the next level by incorporating methods and technologies used in other disciplines. Not only are scientists able to access it but also the general public, furthering dissemination and honesty in research approaches throughout the entire process. **Chris Castille** compares it to fighting pollution, where the pollution represents QRPs. Furthermore, a *front-end* approach to combating questionable research practices rather than a *back-end* approach can possibly alleviate some issues that have been mentioned throughout this article. In other words, taking care of issues sooner using open science practices, as opposed to catching QRPs 10 years down the road after the work has already been published, replicated, and shared on the CNN nightly news. Our current research culture is a rewards-based publishing system. This is not necessarily inherently flawed, but when one’s career is on the line, some researchers have gone to questionable ends to keep that publishing count up (Fanelli, 2009; Simmons, et al., 2011). Changing this framework will be difficult, one of a paradigm shift. However, through writing this article, we aim to lead to the questioning of our current paradigm and stimulate thoughts and conversations on how to change it.

What's Going on Right Now?

Some notable adoptions of the practice have occurred in recent years. *The Journal of Personnel Assessment and Decisions* (PAD) is one of note. **Scott Highhouse** and **Dennis Doverspike** outlined the creation of PAD in their Summer 2017 *TIP* article, pointing towards four goals: “1) counter the trend away from practical scientific research; 2) be no cost to authors and readers; 3) ease the burden on reviewers; 4) publish shorter and more accessible articles; and, 5) begin to respond to calls for changes in the basic nature of the publication enterprise” (Highhouse & Doverspike, 2017). The online journal displays a world map with grey pins indicating the geographical area where an open source download occurred, exemplifying worldwide interest and collaboration in its content. As of early October, recent downloads have occurred in Nigeria, Australia, Russia, and Brazil. **Frank Igou** (International Personnel Assessment [IPAC] board member) commented on the practitioner focus and quick turn-around (time from submission to publication) rate of PAD, believing that its benefit comes down to time allocation. He states, “Practitioners work 40-60 hours per week, they (practitioners) can allocate their time towards practice, not allocating another 200 hours, or 3–6 months to put together an article.”

Neil and **Bharati** both report that isolation from the “pulse” of the field may occur when one leaves graduate school and begins to practice due to the paid readership and accessibility issues discussed above. **Neil** told us about a website that was created by **Alison Mallard** that is already helping a large number of students and practitioners. The site is called *I/Oatwork.com*. Allison realized that restricted access of research deters the research from ending up in the hands of people that will use it the most, the [website](#) summarizes recent articles and provide this service as a means of getting research into the

right hands. With this website, spending a few minutes every month can give practitioners and students the advantage to keep up with the most current and relevant literature and actually use the research.

Note

1. As Gema Bueno de la Fuente (n.d.) of Foster Open Science outlines, open science is a general term that consists of the following subcomponents: open source, open access, open data, open education, and open methodology. However, in some cases not all constituents are met nor do they need to be to necessitate open science.

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Promoting Humanistic I-O Psychology

**Milton D. Hakel
SIOP Foundation President**

I am delighted to announce the endowment of the Lefkowitz Fund within the SIOP Foundation. Created as an “incubator fund” a year ago, it has reached its full \$75,000 endowment target. Its proceeds will support the Joel Lefkowitz Early Career Award for Humanistic Industrial-Organizational Psychology.

The Lefkowitz Fund has been established to promote a humanistic perspective within I-O psychology by recognizing SIOP members who have recently produced work that best exemplifies those values by advancing the dignity of and respect for workers; promoting economic and social justice, or the organization’s concern for the common good; enhancing organizations as fulfilling places in which to work; or otherwise reflecting a humanistic perspective in a work organization. It further aims to help shape I-O careers in that direction by limiting the award to those in the first 12 years of their careers.

Why focus on early career SIOP members? The prosocial, employee-centered, humanistic perspective in I-O psychology has been becoming evident only recently. For example, the topic of “ethical issues” did not exist as a listed category for submissions to the SIOP annual conference until 2003. It is still early to tell whether the humanistic perspective will become an important, salient, and enduring characteristic of I-O. If it takes root it will be because it is adopted and promoted by relative newcomers to the field. Consequently, the award is aimed at publicizing such work, and recognizing and encouraging young I-O psychologists for producing noteworthy instances of it. The 12-year post-PhD eligibility interval was set to reflect the potentially greater difficulty in accomplishing qualifying projects.

The Lefkowitz Award will honor SIOP professional-level Members or Fellows in recognition of an applied humanistic I-O project or program, research, or theoretical presentation. Nominations may be made by any individual member of SIOP. Nominations will consist of a letter of nomination or self-nomination and supporting documentation. Documentation submitted in support of nominations may be single authored or have multiple authors, including one or more peer-reviewed publications or books. Think about eligible projects and nominees so that when the annual awards call is issued in March, you can respond.

Think also about how you can shape I-O psychology and the future world of work. Check out the wonderful array of awards, scholarships, and grants listed at <http://www.siop.org/Awards/allawards.aspx>, and consider ways you can contribute. I-O psychologists have always supported each other’s work, and now is a good time to act on your scientist-practitioner-humanist values, as has **Joel Lefkowitz** and so many others. Start an incubator fund, contribute or make a pledge at <http://www.siop.org/foundation/donate.aspx>.

Your calls and questions to the SIOP Foundation are always welcome. Join us in building the Lefkowitz Fund or any of the endowments.

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Plan Now to Attend the 2019 SIOP Preconference Consortia!

SIOP is continuing its efforts to create career pipelines for ALL members. On Wednesday **April 3, 2019** the SIOP Consortia Committee will host four partially integrated consortia that will help meet the educational and development goals of all in attendance. An overarching goal of the consortia is to provide a socialization experience and networking opportunity to graduate students and early career professionals embarking on their career pathways. Thus, we are continuing the 3-decade tradition of hosting consortia to graduate students (**Master's Consortium** and **Doctoral Consortium**), the more recently added **Junior Faculty Consortium**, and our most recent addition, the **Early Career Practitioner Consortium**!

This four-part program provides a well-rounded, comprehensive career pipelines graduate students through those experiencing early career transitions in both applied and academic professions. Consortia participants gain the benefit of information exchange and networking with others within the same career track AND similar stage of career. Below, we provide some highlights of this year's events.



Calling all Master's Students! Attend SIOP's Master's Consortium!

If you are a current student in a master's degree program and planning to attend SIOP 2019, make sure to add the Master's Consortium to your conference agenda! The Master's Consortium is a development and networking event that includes a diverse set of I-O professionals who offer unique perspectives on the opportunities and challenges faced by I-O practitioners today. Speakers will focus on the key developmental experiences that can lay the groundwork for a successful career in industrial and organizational psychology with a master's degree, including topics like nailing your interview, first job best practices, creating your professional brand, and career lessons from the trenches.

The day is highly participative and includes formal presentations by I-O practitioners, a Q&A style panel with our speakers, informal networking opportunities with students from master's programs across the country, and behavioral interviewing practice. Our impressive list of 2019 speakers include:

- **Adam Vassar**, MS: Product Manager at The Predictive Index
- **Amber Burkhart**, MS: Corporate Solutions Consultant at Hogan Assessment Systems
- **Brandon Riggs**, MS: Employee Experience Global Program Lead at Qualtrics
- **Matisha Montgomery**, MS: Supervisory Personnel Research Psychologist at US Immigration and Customs Enforcement

Space is limited, and attendance requires approval from a faculty member. So, make sure you sign up early to ensure your spot in this special event!

Calling all Doctoral Students! Attend the Lee Hinkel Doctoral Consortium!

If you are a current student in a PhD program and planning to attend SIOP 2019, make sure to add the Doctoral Consortium to your conference agenda! The Doctoral Consortium is a development and networking event that includes a diverse set of I-O professionals who offer unique perspectives on the opportunities and challenges faced by both I-O practitioners and academics today. Speakers will focus on the key developmental topics that provide a solid foundation for a career in research, teaching, or practice. Topics include early career issues, navigating the job process, and career lessons from the trenches.

The day is highly participative and includes formal presentations by I-O practitioners, a Q&A style panel with speakers, and informal networking opportunities with other students and panelists. Just wait until you see our impressive lineup of O professionals—this is an event that you won't want to miss!

Space is limited, and attendance requires nomination from your program. So, if you are interested, be sure to let your program chair know. Registration information will be forthcoming for this special event!



Calling all Junior Faculty! Attend SIOP's Junior Faculty Consortium!

The Junior Faculty Consortium invites current and future junior faculty in departments of psychology and management to participate in a full day of career-focused activities and sessions. Following the model of years past, the program features opportunities for **networking** with junior faculty members from a diverse array of institutions as well as senior faculty presenters who will share their respective research paths and stories about how they navigated the tenure track.

The 2019 Junior Faculty Consortium will **focus on managing program, departmental, and university expectations and considerations for creating lanes for work-life balance.**

The day will start with a professional learning community session that will facilitate idea sharing and conversations about best practices in research and teaching.

The program also **features speaker-led sessions** such as:

- Work-life balance—presented by Drs. **Tori Howes** and **Mindy Shoss**
- Building a research program and avoiding career derailment—presented by Drs. **L.A. “Alan” Witt** and **Derek Avery**.

Because some of the success of the Junior Faculty Consortium comes from the audience interactions, our speakers will be prepared for questions from attendees and interaction is welcomed and encouraged.

The day will end with opportunities to sharpen skills in some of the latest trends in research methodology and journal article preparation, such as:

- Item-level meta-analysis
- Experience sampling methodology
- A new session on advanced Excel operations!

The day will close with thoughts, suggestions, and expectations from a panel of journal editorial board members. Although these sessions do not provide an exhaustive review of research methods or article preparation best practices, previous attendees have shared that these sessions provide a strong foundation for building a successful research lab as a junior faculty member as well as for future learning, planning, and avoidance of critical errors in study design, implementation, and reporting.

Testimonials from previous years reveal that the Consortium has created a bridge for junior faculty to form lasting professional relationships with junior peers across programs, schools, colleges, and universities. Additionally, many attendees choose to attend the consortium multiple times to capitalize on new programming and information presented in subsequent years.

Calling Early Career Practitioners! Attend SIOP's Early Career Practitioner Consortium!

Exploring career options? Looking for guidance from accomplished I-O practitioners? Want insights on your strengths? Need career coaching?

As I-O professionals we face an ever-widening variety of career choices. With an advanced degree in a growing field, you have loads of opportunity. But with that opportunity comes an almost unlimited set of choices and options. Should I work in a corporate headquarters? Become an independent consultant? Perhaps I should work in a government agency or the military? Can I pursue an academic life, mid-career? Do I-O practitioners have work-life balance?

Who Can Attend?

This one-day career development experience is for I-O practitioners pursuing non-academic careers, with *no more than 5 years of work experience after their MA or PhD*.

What's the Experience Like?

- Keynote presentation on creating a career plan that places your well-being at the center
- Complete the Hogan HPI and the SIOP competency assessments
- Interact with seasoned I-O practitioners in mentoring and peer coaching conversations
- Explore career options through networking, peer coaching, and completing your career development plan
- Opportunity for 2 months of free professional coaching from BetterUp

The ECPC is here to start an ongoing conversation among I-O practitioners through SIOP. There will be ample opportunity to network with fellow participants and mentors throughout the day.

Consortia occur the day before the SIOP conference, so plan now!

Participants must register prior to the conference and a fee is associated with each Consortium. Application to the Masters Consortium, Doctoral Consortium, and Early Career Practitioner Consortium (ECPC) is through nomination process (details are forthcoming!). The Junior Faculty Consortium does not require nominations so applicants may indicate interest when registering for the conference.

Seating is limited across all consortia programs, so be sure to register early! For more information about these programs, please contact the specific Consortia Committee members listed below.

Doctoral Consortium Chair: Lawrence Houston, III (Lawrence.Houston@bus.oregonstate.edu)

Master's Consortium Chairs: **Erin Wood** (ecraskwood@gmail.com)

Early Career Practitioner Consortium Chairs: **Ashley Yousufzai** (guidroza@trinity-health.org)

Junior Faculty Consortium Chairs: **Lars Johnson** (lrsjohnson@wayne.edu)

See you Washington DC at the National Harbor!

Wendy Bedwell (paceconsultingsolutionsllc@gmail.com), Consortia Chair

Debbie DiazGranados (deborah.diazgranados@vcuhealth.org), Consortia Chair-in-Training

Members in the Media

Mariah Clawson

Awareness of I-O psychology has been on the rise thanks to articles written and featuring our SIOP members. These are member media mentions found from September 1 through December 1, 2018.

We scan the media on a regular basis but sometimes articles fall through our net. If we've missed your or a colleague's media mention, please [send them to us!](#) We push them on our social media and share them in this column, which you can use to find potential collaborators, spark ideas for research, and keep up with your fellow I-O practitioners.

Gender & Diversity Issues

Madeline Heilman shows the differences men and women face when [helping out in the workplace](#).

Popular Press Topics

[The Myers-Briggs Personality Test](#) is a fad that won't die says **Adam Grant**.

Muriel Clauson counts the [five ways to prepare](#) for tomorrow's workplace.

Mahima Saxena shares her thoughts [on what fields are expected to grow](#) the most in Illinois's economy.

Adam Grant gives 5 ways to [bring ideas to life](#) in modern workplaces.

Most [entrepreneurs tell lies](#) when they think the falsehoods will do no harm, **Tomas Chamorro-Premuzic** believes.

Kristin Saboe shares her perspective of what [female veterans](#) can contribute to the workplace.

Elliot Lasson discusses [social media](#) on Your Money & Business.

Kristin Saboe and **Talya Bauer** discuss SIOP's new task force to [support military families](#).

Sarah Fallaw examines millionaire's [behaviors and lifestyles](#).

Employee Management, Motivation, and Turnover

In order for employees to improve their productivity, they must recognize that [they are underproductive](#) says **Robert Hogan**.

Christine Allen says its beneficial to [share your triumphs](#) with a personal "cheerleader."

[Curveball questions in job interviews](#) tend to lack the perspective of the applicant and do not appreciate the potentially abusive nature of these questions says **Scott Highhouse**.

Nicolas Roulin says having inaccurate views of job interviews can lead job seekers to [miss opportunities](#) to impress hiring managers.

[Changing the organizational mindset](#) around performance management is more important says **Steven Hunt**.

Ted Kinney shares tips on how companies can [combat high turnover](#) and shrinking candidate pools.

Adam Grant names behaviors that can [transform the workplace](#) during the holiday season.

Employee Burnout, Work-Life Balance

Katina Sawyer and **Christian Thoroughgood** explore how companies make it [harder for LGBT employees](#) to achieve work-life balance.

Paul Baard shares tips to [keep your cool](#) at work.

Many people think they're burned out when they are [just completely exhausted](#) says **Michael Leiter**.

Sy Islam explains how to manage [end of the year stress](#) in the workplace.

Sarah Fallaw shares tips on [reaching economic freedom](#) without having to win the lottery.

Paul Baard discusses the [cost of rudeness](#).

Leadership, Management, and Organizational Culture

Stephen Young shares best practices for [confronting problem people](#) on your team.

Ben Dattner and **Elizabeth Wood** discuss what to do when coaching finds that [an executive isn't in the right role](#).

Stephen Young and **Cindy McCauley** believe human input, combined with digital data, [can help leaders](#) transform their work and their lives.

Isaac Sabat discusses how to know when and how [to support marginalized people](#) at work.

Laura McNall, **Tara Behrend**, and **Dave Tomczak** discuss how employers are using [workplace surveillance devices](#).

Steve Kozlowski discusses his work with teams, [in outer space](#).

The first sign that your mentorship program may not be working, says **Sy Islam**, may [be verbal feedback](#).

Michael Woodward believes it's important to [get your leaders right](#) and connect with your people.

Joseph Allen discusses how to make [work meetings more effective](#).

Elliot Lasson shares [questions](#) interviewers shouldn't ask.

 Jenny Baker / Monday, January 07, 2019 / Categories: TIP, 563

Membership Milestones

Jayne Tegge

Members are the heart and soul of SIOP and are greatly appreciated for their interest and contributions. An impressive list of distinguished members has been with the Society for 25 years or more. To recognize the contributions and loyalty of these dedicated members, SIOP has developed an initiative called the Sterling Circle. Sterling Circle members are honored in several ways and can be identified at SIOP events with a special ribbon on their badges. Learn more about the Sterling Circle [here](#).

New Sterling Circle Members

Rebecca Bennett	Robert Kaiser	William McConochie
Reagan Brown	Hennie Kriek	Denise Rousseau
Stephane Brutus	Jonathan Levine	Christopher Sloan
David Dorsey	Jennifer Martineau	D. Brent Smith
Michele Jayne		

The life blood of any organization lies in attracting new members who bring a special enthusiasm and interest. Membership in SIOP is growing, and we take great pleasure in welcoming our newest members. They comprise a wonderful mix of former Student Affiliates upgrading to full membership and professionals, including those who previously were Associate members and International Affiliates. SIOP looks forward to these new members' participation on committees and conferences as they experience the value of membership in the premier organization for industrial and organizational psychologists.

New Professional Members

Dustin Abbott	Joshua Fuller	Kirsten Mosier
Abdifatah Ali	Stephen Gage	Salih Mujcic
Amanda Amaral	Maria Gallego-Pace	Kasey Murphy
Antonio Aranda	Janice Gassam	Athar Naseer
Michael Armstrong	Mark Gill	Megan Naude
Chad Astmann	Kris Girrell	Michael Novis
Ashley Bamberg	Frank Goeddeke	Steven Nydick
Andrew Barsa	Zen Goh	Brooke Owen
Janice Beatty	Yaping Gong	Ruchi Patel
Nadine Bienefeld	Erik Gonzalez-Mule	Rebecca Patrick
Uta Bindl	Terry Gregory	Ozlem Peevey
Leslie Bisognani	Bryna Gutner-Pelsinger	Matthew Pita
Edward Bitzer	Brad Hatton	Bob Pulvermacher
Lauren Borden	Demetria Henderson	Rashimah Rajah
Marcus Bost Jr.	Alexandra Henderson	Cheree Ramon
Cameron Brown	Mark Hiatt	Ashley Ray
Jonathan Bryson	Kirk Hines	Charlotte Redhead
Ruby Burdiez	Scott Hines	Brandon Riggs
Darren Bush	Daniela Hreniuc	Renee Roman
Francoise Cadigan	Sarah Huffman	Sophie Romay



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Michael Camburn	Nadia Ismail	Stephen Salaka
Scott Campanario	Michelle Jackson	Kristen Sanders
Michael Campion	Asna Jefferies	Reetu Sandhu
Emily Campion	Hana Johnson	Gina Seaton
Bryan Card	Celeste Linguere Johnston	Melissa Sharpe
Chris Cartwright	Elizabeth Kampf	Prakriti Singh
Maria Cespedes	Binna Kandola	Laurie Slifka
Louis Chin	Anna Keil	George Smirnoff
Nicole Christy	Josh Keller	David Smith
Ashley Chung	Christopher Kelley	Chuchai Smithikrai
VR Cisco	Amy Kerulis	Taylor Stokes
Heather Clarke	Katayoon Khosravi	Naomi Stutzman
David Colarossi	Jessica Kinde	Janice Super
Lisa Conner	Jaclyn Koopmann	Bailey Taylor
James Coughlin	Abigail Kost	Keri-Ann Telesford
Joseph Coyne	William Kramer	Kimberly Tigner
Matthew Crayne	Haley Kuschman	Alan Tomassetti
Tania D'Alba	Houston Lester	Eileen Toomey
Shanna Daniels	Chang-qin Lu	Leanne Tortez
Naveen Dass	Lynn Lukins	Steven Travers
John Cameron Davis	Elizabeth Lust	Faith Vann
Francois de Kock	Courtney Lyding	Laura Venz
Mitch Dickey	Lynsey Mahmood	Ashley Vest
Carolyn Dienhart	Alissa Manolescu	Michael Vodianoi
Jennifer Dimoff	Brittany Marcus-Blank	Chun-Hsiao Wang
Marsha Donaldson	Shannon Marlow	Yi Wang
Myanna Duncan	Ninette Martin	Kaitlyn Warter
Karyn Edwards	Daniel Materna	Susan Way
Greg Emmerth	Thomas May	Sari Wilde
Robin Ewers	Lisa McCallister	Myia Williams
Danielle Falvella	Ryan McCrea	Leah Wolfeld
Agnes Flett	Maureen McCusker	Robert Wooderson
Rose Fonseca	Michele Medina	Junfeng Wu
Joseph Foran	Rachel Meredith	Michael Yoder
Leif Ford	Brian Montgomery	Erik Zito
Nancy Foster	Cheryl Moore	Angela Zook

**And special congratulations to
these dedicated members who
upgraded from Associate Member!**

Johanna Seppalainen

Trevor Shylock

eye 122

IOTAs

David L. Tomczak
The George Washington University

Honors and Awards

Dr. Ann Huffman and Dr. Heidi Wayment, both at Northern Arizona University, were recently awarded a \$1.4 million Department of Defense grant for their research on psychological health and resilience of military personnel. The long-range goal of their work is to improve the quality of life for military personnel and they intend to develop a brief self-management app-based intervention that reminds individuals of the characteristics of a self-identity rooted in balance and growth (Wayment & Bauer, 2017).

Steven Rogelberg's new book, *The Surprising Science of Meetings: How You Can Lead Your Team to Peak Performance*, was named one of the top 10 leadership books to watch for in 2019 by the *Washington Post*.

Tiffany Poeppelman was featured on the Financial Times Top 50 Future Female Leaders list.

Ben Schneider was awarded the Walker Prize for the best article published in the SHRM journal *People + Strategy* in 2017 for his article, "How Companies Can Really Impact Service Quality."

Transitions, New Affiliations, Appointments

Julia Fullick-Jagiela has been appointed chair of the Management Department in the School of Business at Quinnipiac University.

C. Allen Gorman was named chair of Management and Marketing at East Tennessee State University.

Ye Ra Jeong has joined Radford University faculty as assistant professor of Psychology.

Walter Reichman was elected as president of the Psychology Coalition of the United Nations.

The International Association of Applied Psychology Division 1 has announced new officers, with Barbara Kożusznik as president, **Gary Latham** as past president, **Vicente Martinez-Tur** as secretary, **Lynda Zugec** as Communications officer, **Virginia Whelan** as Membership chair, and Katarzyna Więcek-Jakubek as Coordinator.

Good luck and congratulations! Keep your colleagues at SIOP up to date. Send items for IOTAs to **Tara Behrend** at behrend@gwu.edu.